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ABSTRACT

The Blue Ribbon Schools Program designated art as an area for special emphasis during 1989-90 and 1990-91, and the program identified 42 schools that were excellent overall and had exemplary programs in the arts. The schools shared the following characteristics: (1) a philosophy that holds arts education as a basic and necessary component of a balanced educational program for pre-kindergarten through grade 12 students; (2) a broad understanding of arts curricula and pedagogy that is matched with the highest quality instructors available; (3) a balance of art forms, including music, dance, drama, poetry, creative writing, and visual and media arts; (4) a realization that the arts need time, space, financial, and administrative support; (5) infusion of the arts in other parts of the curriculum; (6) a commitment to all students that ensures access to instruction in the basic art areas and provides differentiated levels of instruction; (7) parent involvement as volunteers, program designers, and fundraisers; and (8) a connection to the local arts community. Profiles of the 17 elementary schools and their arts programs and the 25 secondary schools and their arts programs highlight how these schools function in a variety of settings. (Author/CK)

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Blue Ribbon Schools

ED 370 878

OUTSTANDING PRACTICES IN THE ARTS

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Introduction

The Blue Ribbon Schools Program is a school recognition and improvement program of the Office of Educational Research and Improvement of the U.S. Department of Education. The 11-year-old program identifies and gives national recognition to a diverse group of public and private elementary and secondary schools that are unusually effective in meeting local, state, and national goals. Elementary and secondary schools are recognized in alternate years.

Blue Ribbon School status is awarded to urban, rural, and suburban schools with such characteristics as

- Strong leadership;
- A clear vision and sense of mission that is shared by all connected with the school;
- High-quality teaching;
- An appropriate, up-to-date curriculum;
- Policies and practices that ensure a safe environment conducive to learning;
- Strong parental interest and involvement; and
- Evidence that the school helps all students achieve, in spite of their abilities.

After a selection process by state departments of education (there is a liaison in each state), the Department of Defense Dependents Schools, the Bureau of Indian Affairs, and the Council for American Private Education, nominations are forwarded to the U.S. Department of Education. A 100-person National Review Panel of outstanding educators and other professionals reviews the nominations. The most promising schools are then visited by a site visitor for 2 days to verify the accuracy of information the school has provided and to report on school climate and instruction. None of the National Review Panel members or any of the site visitors is an employee of the federal government.

After reviewing the site reports, the National Review Panel makes recommendations to the U.S. Secretary of Education, who then announces the names of the schools selected for recognition. The recognized schools are honored at a national ceremony in Washington, which has always included a White House component.

During the last 11 years, more than 2,547 of the nation's 105,000 schools have been recognized by the Blue Ribbon Schools Program. The program has helped increase public confidence in education by

- Highlighting the success stories of schools, which often results in higher local funding for schools and greater community involvement in education;
- Having Blue Ribbon Schools be the frequent subjects of articles in national, state, and local publications; and
- Being the universe from which schools, teachers, or students are selected for special awards from business and industry.

In addition, Blue Ribbon Schools provide a powerful impetus for school reform. The process of applying for the award helps schools address critical education issues. Recognized schools often serve as models for other schools seeking to improve. Blue Ribbon Schools network with each other on a regional, and sometimes national, basis for continued improvement.

The Blue Ribbon Schools Program designated art as an area for special emphasis during 1989-90 and 1990-91. Despite the fact that the program focuses on total schools of excellence, areas of special emphasis have been designated for the past several years to spotlight areas needing more attention by schools and to identify models in outstanding schools. Forty-two schools were recognized for their exemplary programs in the arts. The schools shared the following characteristics:

- A philosophy which holds that arts education is a basic and necessary component of a balanced educational program for pre-K through grade 12 students.
- A broad understanding of arts curricula and pedagogy that is matched with the highest quality instructors available, arts specialists, artist/teachers, and highly trained classroom teachers.
- A balance of art forms, including music, dance, drama, poetry, creative writing, and visual and media arts. Music, visual arts, and drama were offered most frequently.
- A realization that the arts need time, space, financial, and administrative support. Time spent in direct arts instruction ranged from 2 to 7 hours per week. The ratio of arts teacher to students ranged from 1 to 80 to 1 to 250.

- An understanding of the instructional power that comes from using the arts as part of an integrated approach to teaching. Every school infused the arts in other parts of the curriculum.
- A commitment to all students that ensures access to instruction in the basic art areas and also provides for differentiated levels of instruction based on student motivation and talent.
- Parent involvement as volunteers, program designers, and fundraisers.
- A strong and vital connection to the local arts community and an awareness that successful arts programs lead to wider-community support for education in general.

Profiles of the schools and their programs are presented in the following sections to highlight how these schools function in a variety of settings.

Part I
Elementary School Profiles

Horace Mann Elementary School
Washington, DC

GENERAL OVERVIEW: Horace Mann Elementary School shares the facilities and resources of the Fillmore Arts Center within the structure of the Six School Complex—an alliance of four elementary schools, a middle school, and an arts center. All grades K-6 students divide their instructional time between Fillmore and Horace Mann, attending Fillmore 1 day per week.

Art instruction is offered in music (vocal, instrumental, and composition); drama/theatre; dance; visual arts; and creative writing. Each student receives between 2 1/2 to 7 hours of instruction per week depending on his or her age and instructional level. All K-3 students receive balanced instruction in all basic art areas. Classes are designed and taught by artist/teachers who are highly trained in their fields and in educational pedagogy. Many of these artist/teachers are award-winning and serve the community through their artistic careers. A high level of staff development support is provided for all Fillmore staff so that the instructional program is constantly informed of new ideas and practices in the arts fields. Collaborative team teaching among the arts staff and between arts staff and 'home-school' classroom teachers is encouraged and is evident.

CONTENT:

Dance	Creative movement, jazz dance, show dance, African dance
Drama	Creative drama, story theatre, improvisation, Shakespeare
Music	Vocal, keyboard, winds, strings, composition
Writing	Creative writing, poetry
Visual Arts	General art, drawing, painting, sculpture, ceramics, mixed media, calligraphy, photography, animation
Interrelated Arts	Puppetry, mask theatre, African dance and drumming, mythology and art, art and writing, art and architecture, writing and improvisation
Interrelated Arts and Academics	Theme-based programs taught in collaboration with home-school teachers, animals, art and science, the circus, geography, American Indians, oceans, television, transportation, underwater worlds

INSTRUCTIONAL PRACTICES: Instruction at Fillmore Arts Center is based on the philosophy that all children should receive a skill-based, high-quality arts education that includes dance, drama, music, visual arts, and writing. We believe that an excellent arts program teaches individuals to be keen observers. Concepts taught through the arts are essential for understanding academic areas as well. The arts foster self-discipline and self-esteem, as well as provide a prime opportunity for problemsolving, risktaking, and exploring various ways to look at the world. Fillmore encourages a balance between the arts process and the product or performance.

ACHIEVEMENTS:

- Horace Mann students have been invited to participate in the Folger Shakespeare Library Festival.
- Horace Mann students have participated in a "Meet the Composer" artists-in-residence program featuring Delfeayo Marsalis. They performed an original musical composition written by Marsalis specifically for this program.

- In 1982, Fillmore Arts Center received the Rockefeller Award in recognition of its outstanding arts program.
- In 1990, Horace Mann was recognized as a Commended School of the Arts by the U.S. Department of Education and the National Endowment for the Arts.
- Horace Mann is currently working successfully in partnership with the National Endowment for the Arts, the National Arts Education Program, the D.C. Commission on the Arts and Humanities, and the Morningstar Foundation.

Looking at achievement more broadly, Horace Mann reported that on the 1988-89 Comprehensive Test of Basic Skills, 93 percent of students scored at or above grade level in math and 89 percent scored at or above grade level in reading.

CONTEXT: Horace Mann serves 215 students in grades K-6 and is located in a 62-year-old red brick school house in an affluent neighborhood in Washington, DC. The student population is diverse: 88 percent are white; and black, Hispanic, and Asian students are equally represented among the remaining 12 percent. Twenty-one percent of the student body have come from foreign countries, and 9 percent have limited-English proficiency. Seven percent of students qualify for free or reduced-price lunch.

CONTACT: Shiela Ford, Principal, Horace Mann Elementary School, 44th and Newark Streets NW, Washington, DC 20016; (202) 282-0126.

East Cobb Middle School
Marietta, Georgia

GENERAL OVERVIEW: Students at East Cobb Middle School receive instruction in a performing and visual arts program equipped with exceptional facilities and taught by professionals. All students in grades 6-8 study the primary art forms through an exploratory program that groups all students together in a teaming and interdisciplinary process.

East Cobb students actively participate in local, county, and state-sponsored events. For example, Kaleidoscope is a week-long celebration of the visual and performing arts cosponsored by the Cobb County Commission and the Cobb/Marietta school systems. It is scheduled in conjunction with Cobb County Youth Arts Month and Music in Our Schools Month.

CONTENT:

Visual Arts

Grades 6-7	General exploratory art
Grade 8	Elective art including drawing, painting, printmaking, sculpture, ceramics, art history

Music

Grades 6-7	General exploratory music, music history, orchestra, band
Grade 8	Choral music

INSTRUCTIONAL PRACTICES: The philosophy at East Cobb is to teach art as an ongoing process by relating aesthetic principles to many fields of study. A recent unit developed by social studies and music teachers focused on Black History Month to explore the works of black composers. The school administration and the county have placed high priority on the art program by allocating time and resources to develop this exceptional program. As a result, music students have played with state-of-the-art technology including MIDI (Music Instrument Digital Interface), a system that creates computer-assisted compositions by keyboard. Among the full range of resources available to art students in the studio are a kiln, videotapes, filmstrips, art reproductions, and art history slides.

ACHIEVEMENTS:

- The school has won recognition at the 1988-89 Georgia Music Educators Association Orchestra Festival, and music students have been invited to participate in the all-state orchestra.
- An East Cobb student won a countywide poster competition sponsored by the district attorney's office.

Looking at achievement more broadly, the school reported that East Cobb students have consistently outperformed their peers locally and statewide on the Iowa Test of Basic Skills.

CONTEXT: The student population at East Cobb has become more economically and ethnically diverse in the last 5 years due to a burgeoning international business community. More than 82 percent of the 1,212 students are white, 12 percent are black, 3 percent are Asian, and 2 percent are Hispanic. Ten languages are spoken by a small percentage of limited-English-proficient students. Approximately 8 percent of students receive free or reduced-price lunch.

CONTACT: Linda Starnes, East Cobb Middle School, 380 Holt Road, Marietta, GA 30067; (404) 509-6023.

The Summit Elementary Program
Fort Wayne, Indiana

GENERAL OVERVIEW: Summit Elementary is a fine arts magnet school which focuses on multicultural learning and appreciation. Drawing from the variety of cultures represented within the school, students explore all aspects of their societies—dance, music, art, food, games, and habitat.

The core program includes classes in vocal music, instrumental music, and art, with additional enrichment opportunities available in the visual arts, music, and dance. Beginning in first grade, students design their own arts program by choosing from a variety of elective courses that are offered in addition to the core curriculum. On average, students receive about 5 hours a week of arts instruction. The teaching staff includes two full-time art teachers, two full-time vocal music teachers, one full-time instrumental music instructor, and several artists-in-residence.

Summit Elementary houses an art gallery where students, parents, and professional artists display their work for the community. In return, various skilled individuals and groups from the community visit the school to share their talents with students.

CONTENT:

Visual Arts

Grades 2-5	Sculpting, weaving, architecture, photography, drawing, acrylic and oil painting, pottery, television and video production

Dance

Grades 1-5	Ballet, jazz, modern, ice dancing

Music

Grades K-5	Strings, keyboard, vocal music
Grades 2-5	Instrumental band

INSTRUCTIONAL PRACTICES: Students choose fine arts classes based on interest. Special programming allows each student to progress and develop their individual talents at his or her own pace. A multicultural committee develops year-long units that provide instructional frameworks for visiting artists; many of these units relate to community programs. For example, a unit on West Africa, which was developed with a resident expert from the Fort Wayne Museum of Art, coincided with the museum's West African exhibition. Included in the program was a West African dance ensemble. At the conclusion of the unit, students present a gala day performance during which all aspects of the production—from set design to musical accompaniment—are performed by students.

ACHIEVEMENTS:

- Summit Elementary's art teacher was named Art Educator of the Year by the Indiana Art Education Association.

Looking at achievement more broadly, Summit reported that

- Students in grades 1-5 averaged in the 86th percentile for reading and in the 89th percentile for math on the Indiana Statewide Testing for Educational Progress test in 1988-89.
- The Knowledge Master Open team placed first in the nation on two academic competitions in 1993.

CONTEXT: Summit is housed in two buildings located a block apart from each other, Weisser Park and Whitney Young Elementaries. The student body is multiethnic, and diverse socioeconomic groups are present in the community. Whites make up 68 percent of the student body, blacks 28 percent, Asians 3 percent, and Hispanics 1 percent. Twelve percent of the school's 792 students qualify for free or reduced-price lunch.

CONTACT: Dan Bickel, Principal, The Summit Elementary Program, 902 Colerick, Fort Wayne, IN 46806; (219) 425-7483.

Indian Creek Elementary School
Indianapolis, Indiana

GENERAL OVERVIEW: Indian Creek Elementary School, a math and science magnet, has successfully integrated the arts with science and mathematics in a unique program that has been described as "high tech with a soft touch." Instructors teach students to recognize art in all spheres of life. Art, music, and physical education instructors collaborate with the media specialist and other teachers to create environments where students use a variety of art forms to interpret what they learn in their science, math, and social studies classes.

In performances and through visual art projects, students express science and math themes in interpretive ways. For example, a biology unit on the ear may incorporate dance as students act out parts of the ear to understand the concept of vibration. Another collaborative unit teaches students to explore artistic patterns found in animal hides.

Indian Creek's program owes its success, in large part, to committed parent and community support. An active Arts in Education Committee coordinates visits by area artists who have introduced mime, jazz, ethnic lore, laser art, and other activities to the program.

CONTENT:

Visual Arts

Grades 1-5	Drawing, painting, printmaking, sculpture, weaving, ceramics

Music

Grades 1-5	Singing, dancing, creative movement, music listening, note reading, instrumentation, music history

Theater

Grades 1-3	Musical showcases include singing, playing instruments, dramatizing stories, reciting original written pieces, performing creative movement interpretations
Grades 4-5	Musical theater performances

INSTRUCTIONAL PRACTICES: One of the main instructional methods used throughout the curriculum is a thematic approach, coupled with an emphasis on aesthetic principles. For example, classroom teachers have developed theme days during which students assume the role of important historical figures and dramatize major historical events.

ACHIEVEMENTS:

- A student won the Best of Show award at the State Media Fair in 1991.
- The works of several students were selected to be displayed at the Indianapolis Art Museum exhibit entitled "Symphony and Color."

Looking at achievement more broadly, Indian Creek reported that its students scored in the 90th percentile in math and in the 92nd percentile in reading on the 1988-89 California Achievement Test.

CONTEXT: Indian Creek Elementary School is located in a middle-class suburb of Indianapolis. More than 80 percent of students in grades 1-5 are white, 14 percent are black, and Asians and Hispanics are equally represented among the remainder of the student body. Two percent of the school's 500 students qualify for free or reduced-price lunch.

CONTACT: Karen J. Gould, Principal, Indian Creek Elementary School, 10833 East 56th Street, Indianapolis, IN 46236; (317) 823-4497.

Jean Gordon Elementary School
New Orleans, Louisiana

GENERAL OVERVIEW: The arts education program at Jean Gordon reflects the school's philosophy which emphasizes the development of the whole child. As a result, efforts are made to integrate the visual and performing arts into other curricular areas. Jean Gordon is one of 23 elementary schools that participate in the award-winning Arts Connection Program. Developed 10 years ago, the program has helped to revive arts education within elementary schools by providing staff development and artists-in-residence to participating schools in the area.

Performance before an audience is encouraged and emphasized at Jean Gordon, and students have the opportunity to display their talents almost daily at morning assemblies. Formal performances include violin concerts and a Christmas performance at the New Orleans Centre.

CONTENT:

Visual Arts

Grades K-6	Drawing, painting, sculpture, art history, art criticism

Music

Grades 2-6	Violin
Grades 3-6	Band, choir

Vocal Music

Grades K-3	General vocal music

Drama is offered as an extracurricular activity to students in grades 2-6. Students in the drama club are divided into two casts, and each works toward their own performance at the end of the year.

INSTRUCTIONAL PRACTICES: Each quarter, an artist-in-residence works intensively for 2 hours each week with four classroom teachers to introduce them to various techniques for integrating the arts into the core curriculum. In addition, the classroom teacher and the artist often develop joint projects and team-teach. Music and art expression are infused throughout the core curriculum. For example, in one social studies unit, students created globes out of paper maché-covered balloons. This exercise helped students visualize the difference between two- and three-dimensional projections of the world.

ACHIEVEMENTS:

- The Arts Connection Program won the statewide Arts Council Award.
- Jean Gordon Elementary School has won numerous Superintendent's Music Awards.
- One Jean Gordon student was chosen to sing with the New Orleans Symphony; another student performed in the Nutcracker with the New Orleans City Ballet.
- Two students received superior ratings at the Louisiana Music Educators Association's Solo and Ensemble Festival, 1991-92.
- Several students have had their artwork selected for display at various state and local festivals.

Looking at achievement more broadly, Jean Gordon reported that on the 1989-90 Louisiana Education Assessment Program (LEAP) test, which is administered on a pass/fail basis, over 98 percent of third- and fifth-graders passed language arts and 100 percent passed mathematics.

CONTEXT: Jean Gordon Elementary School, which is part of the New Orleans Public School District, enrolls 580 students in grades K-6. The student body is 54 percent black and 46 percent white. Thirty-six percent of students qualify for free or reduced-price lunch, and 21 percent receive special education services.

CONTACT: Brian A. Riedlinger, Principal, Jean Gordon Elementary School, 6101 Chatham Drive, New Orleans, LA 70122; (504) 286-2626

The Blake Lower School
Hopkins and Wayzata, Minnesota

GENERAL OVERVIEW: At The Blake Lower School, the arts are viewed as essential to the development of the whole child, so the visual arts, music, and drama programs are treated with as much importance as other academic subjects. Each area is taught by a specialist who encourages individual creativity while teaching students to appreciate the arts through the study of individual artists and through field trips to nearby galleries and art institutions, theaters, and orchestra halls.

Students explore the arts by using the many resources available at the school, including textbooks, musical instruments, costumes and props, and a variety of art media. The art curriculum is detailed and sequential, and specific objectives are outlined for students at the end of the second and fifth grades. Regular evaluation and goal-setting sessions help to ensure continued high-quality art instruction. Most art teachers at Blake are artists in their own rights.

CONTENT:

Visual Arts

Grades K-5	Drawing, painting, printmaking, sculpture, ceramics, design, fabric, jewelry, weaving, lettering, artistic crafts, art appreciation

Performing Arts

Grades K-5	Creative dramatics, pantomime, movement

Music

Grades K-5	Elements of music, reading music, listening to music, performing music, creating music

INSTRUCTIONAL PRACTICES: The philosophy of the school's arts program is based on the belief that each child is, by nature, an artist and that art can help release his or her creative potential. The curriculum is child-oriented and spontaneous, and teachers frequently include children in their planning by encouraging suggestions and by sharing ideas. Music students are taught the Orff method, which invites improvisation, together with the Kodaly and Dalcroze methods, which require higher order and critical thinking skills. The exposure to world music is encouraged, and children are taught a variety of instruments and songs from different countries.

ACHIEVEMENTS:

- A Blake Lower School art teacher was selected as the 1993-94 Elementary Art Educator of the Year by the Art Educators of Minnesota.
- Fourth-grade students exhibited at the Minneapolis Jewish Community Center in honor of the rescue of Jews by Danes during World War II.
- Art students have been invited to participate in the Art Masterpiece Program by the Art Institute of Minnesota.
- In 1987, the school received the Minnesota State Alliance for the Arts Award for outstanding arts program.

Looking at achievement more broadly, Jean Gordon reported that on the 1988-89 Education Records Bureau tests, 89 percent of Blake students scored at or above grade level in math, and 91 percent scored at or above grade level in reading.

CONTEXT: The Blake School is a well-known private school with a reputation for academic excellence and high-quality teaching. It serves over 1,100 students on three separate campuses: the Highcroft campus (K-5), the Hopkins campus (PK-5 and 6-8), and the Northrup campus (9-12). There are a total of 768 students in grades K-8. Although many students are from very affluent homes, $1.5 million annually is dedicated to providing financial aid for many students who might not have been able to attend otherwise. Approximately 91 percent of students are white, 4 percent are Asian, and 3 percent are black.

CONTACT: Beth Passi, Principal, The Blake Lower School, 110 Blake Road, Hopkins, MN 55343; (612) 935-6994 *or* 301 Peavey Lane, Wayzata, MN 55391; (612) 473-1700.

Barretts School
Manchester, Missouri

GENERAL OVERVIEW: The visual and performing arts are taught collaboratively with other curriculum at Barretts. Arts education in grades K-6 is developed as an integral part of the child's total academic experience. Classes are taught by certified art educators who integrate their programs with those of the regular classroom teacher.

Students meet weekly for art and music instruction. Kindergarten children have 45 minutes of art and two 30-minute classes of music; in grades 1-6 every child receives a total of 2 hours of art and general music each week. Students are encouraged to develop their musical skills beyond the required courses, and, as a result, nearly all third-graders choose to study a musical instrument. Approximately one-third of students continue to study their instruments through the sixth grade.

The arts program is enhanced by numerous performance opportunities for students to showcase their talent in band, orchestra, and modern dance concerts, as well as in numerous grade-level plays and musicals. Field trips to the symphony, ballet, and art museums also complement classroom instruction. The parent-teacher organization supports the arts by funding visits by guest artists, authors, and professional groups each year.

CONTENT:

Visual Arts

Grades K-6	General art instruction

Music

Grades K-6	General music instruction
Grades 3-6	Strings
Grades 5-6	Band

INSTRUCTIONAL PRACTICES: Visual arts instruction is integrated with regular classroom activity, and musical performances build upon subject-area curriculum goals. For example, students enhanced their understanding of American history through performances of American folk music. They expressed their appreciation for democratic ideals through a musical performance entitled "Give Thanks, America," which was produced after they had learned about the framing of the Constitution.

ACHIEVEMENTS:

- From 1980 to 1985, art and music students were invited to perform with the St. Louis Symphony Orchestra in "Picture the Music," a program that encourages students to express what they hear through art.
- Students in the modern dance club were the only elementary school representatives invited to perform at the Missouri Association for Health, Physical Education, Recreation, and Dance convention.

Looking at achievement more broadly, Barretts reported that on the 1988 Stanford Achievement Test, 93 percent of students in the third grade and 92 percent in the fourth grade scored at or above grade level in reading comprehension.

CONTEXT: Located in a middle-class suburban community 25 miles south of St. Louis, 83 percent of Barretts' students are white and the remaining 17 percent represent black and Asian students. Seventeen percent of students are bused in from inner city St. Louis and vicinity. Over 10 percent of students receive special education services and 8 percent qualify for free or reduced-price lunch.

CONTACT: Vinnie Warner, Principal, Barretts School, 1780 Carman Road, Manchester, MO 63021; (314) 227-0485.

Nishuane School
Montclair, New Jersey

GENERAL OVERVIEW: The Special Nishuane Arts Program (SNAP) offers classes in physical education, dance, drama, art, music, and language arts. Teachers have an extensive array of resources and materials to aid instruction and to provide rich artistic experiences for their students. These include special music rooms with pianos, Orff instruments and recorders, two art rooms equipped with materials for two- and three-dimensional projects, a kiln for firing ceramics, a dance studio, and a wide range of gymnastic equipment that has been specially designed for PreK-2 students.

The sequential curriculum in all areas of the arts help to ensure diverse learning experiences for the children. Students design costumes, learn setmaking and design, choreograph dance routines, memorize scripts, and learn new songs. Classroom instruction, supplemented by numerous performance opportunities, helps students develop their language skills and vocabulary and build a positive self-concept.

All students are assigned to one of five "houses," each responsible for producing a stage performance every year. Students are taught a great deal during rehearsals as topics for performances have included famous works of literature, moral fables, fire prevention, endangered species, and famous African-Americans. Special scheduling allows for a daily, 40-minute performance block for teaching and rehearsals. In addition to these five annual performances, there is a major culminating activity each spring. Parents and members of the community are invited to participate in the arts program and to view all the work that Nishuane's students have completed during the year.

In addition to the SNAP program, the arts are emphasized in Creative "I" classes designed for students who have been identified as gifted and/or talented in one of the arts areas. These courses offer a full-year experience and meet once per week. Children are screened for participation in each class and can be self-nominated or nominated by teachers and parents.

The arts are strongly supported by district administrators, the Board of Education, and the community. The arts are considered to be an integral part of the entire educational process, and as such, adequate provisions are made for specifically allocated time, financial support, and teaching staff.

CONTENT:

Visual Arts and Music. These general courses are required of all students, and they meet once a week. In addition, most students also choose courses from among the electives described below.

Aesthetics. These optional courses are offered in 9-week cycles, and they meet for two, 40-minute periods each week. A total of three different cycles are offered each year. Pre-kindergarten students take one cycle, kindergarten two cycles, and grades 1-2 may take courses in all three cycles. Courses include puppet showcase, ceramics, sculpture, machinemaking, wearable art (e.g., T-shirt designs), and Multicultural Approach to Art History.

Physical Arts. Courses include general dance (Exploring the Joy of Movement) as well as more specialized courses in gymnastics, modern dance, ballet, folk dancing, and jazz.

Music. General courses in this area include music appreciation and voice as well as classes in band, piano, recorder, keyboards, auto-harp, and choir. Classes meet on average twice weekly.

Drama. Play acting and play writing are included as part of the aesthetics program.

INSTRUCTIONAL PRACTICES: The visual arts teachers emphasize design concepts such as line, shape, pattern, form, and color. In addition, they take a thematic approach to instruction and often integrate the arts with other academic classes.

ACHIEVEMENTS: Nishuane prides itself on ensuring that every student in the school performs on stage at least once each year in one of the five plays that are produced annually.

CONTEXT: Nishuane serves 661 students in grades PreK-2. The school is located in a middle-income, suburban neighborhood, although students attending Nishuane are not limited to any residential boundaries. All schools in Montclair are open enrollment magnets; Nishuane is the gifted-talented arts magnet. Nishuane's population is approximately 51 percent white, 46 percent black, and 2 percent Asian. Fourteen percent of students receive free or reduced-price lunch.

CONTACT: Loren James, Principal, Nishuane School, 32 Cedar Avenue, Montclair, NJ 07042; (201) 509-4222.

Horizons-on-the-Hudson Magnet School
Newburgh, New York

GENERAL OVERVIEW: Students at Horizons-on-the-Hudson Magnet School receive high-quality instruction in the visual arts, drama, and vocal and instrumental music. The certified art teachers use a standardized sequential program, and annual and terminal goals are clearly stated. In the visual arts, students use a variety of media including paint, ink, dies, clay, plaster, chalk, and crayons. They also receive instruction in computer graphics and video. Students are exposed to a wide range of musical instruments, and many participate in a chorus commensurate with their age. Drama is offered as an elective and is also incorporated into the daily language arts curriculum.

Instruction is enhanced by the use of various resources such as slide projectors, prints, a library, and a studio equipped with a large kiln. Field trips to museums and a popular artist-in-residence program are also important features of the program.

Students are given many opportunities to display their work and to perform. Visual arts students enter juried art exhibitions, and their work is displayed throughout the building each year during the school's annual week-long extravaganza entitled "Celebrate the Arts." Drama students perform Shakespeare, musicals, and other dramatic productions during the year, and they also dramatize literature and poetry in their language arts classes. During Celebrate the Arts Week, students in the chorus and the orchestra have several opportunities to perform, and visiting junior and senior high school students also perform and present their work to the younger students. Visiting artists-in-residence have taught workshops in mime, dance, and puppetry, and students often put on special shows for each other.

The arts program is evaluated by the directors of the visual arts and music departments, who also assist in program development. District administrators and the school board view the program as an important part of the core curriculum, providing the necessary personnel and budget to ensure the program's continued success.

CONTENT:

Visual Arts. Classes meet once a week for 45 minutes.

Vocal Music. Classes for K-2 students meet for 60 minutes each week, and classes for those in grades 3-6 meet for 45 minutes each week. Students may also elect to participate in their own grade-level chorus.

Instrumental Music. Instrumental electives are open to students in the fourth, fifth, and sixth grades. Students meet for one 30-minute lesson each week, and one band or orchestra period each week.

Options Program. Under this program, students may take 10-week minicourses in the arts. The courses are designed and taught by teachers, and topics vary from year to year. Courses are open to multiage groups of students in grades K-2 or 3-6. Students may take as many as four different "options" during a single academic year. Each course meets four times a week. Courses include creative dance, origami, sculpture studio, maskmaking, puppetmaking, The Beatles: Their Life and Music, and creating comic characters.

INSTRUCTIONAL PRACTICES: Teachers emphasize thematic instruction and an effort is made to integrate the arts whenever possible.

ACHIEVEMENTS:

- In 1987 and 1988, two students had their art projects placed in the district's permanent collection.
- In 1988 and 1989, two student-written plays were chosen to be performed by the Child's Play Touring Theater.
- In each of the last 5 years, several students have qualified for the All-County and All-District chorus, band, and orchestra.

CONTEXT: Horizons-on-the-Hudson is located in a depressed, inner-city neighborhood less than two blocks from the banks of the Hudson River. The school serves 600 students in grades K-6, many of whom are bused in from surrounding middle-class communities. The school is 50 percent white, 41 percent black, 7 percent Hispanic, and 2 percent Asian. Thirty-five percent of students qualify for free or reduced-price lunch.

CONTACT: Mary Ann Joyce, Principal, Horizons-on-the-Hudson Magnet School, 137 Montgomery Street, Newburgh, NY 12550; (914) 563-7373.

James P.B. Duffy School No. 12
Rochester, New York

GENERAL OVERVIEW: Students at the James P.B. Duffy School study visual arts, music, and dance. Students enhance their vocabulary as they explore the various art disciplines and learn about art production, art history, criticism, and appreciation. The school is a magnet for intercultural studies, which is reflected throughout the arts program as the school seeks to provide students with diverse, multicultural experiences. Classes are taught by certified and professional art teachers.

Teachers and students use a variety of resources in the program. Art students from a nearby college work with teachers in planning art projects and assist in classroom instruction. Visiting performing groups provide musical experiences for various classes, and students go on field trips to local musical events. Other instructional resources include books, records, film strips, films, television, and slides. Students regularly perform at school assemblies in choir, calypso, band, bell choir, and plays. They also perform throughout the community at plazas, nursing homes, and hospitals.

Administrative support for the program is evidenced by the ample funding reserved to equip and staff the arts program and to keep class sizes small. In addition, the principal promotes the arts by helping to ensure that student's transportation costs to performances are covered and by providing opportunities, such as the school's annual art festival, for students to display their work.

CONTENT:

Visual Arts. All students take art every eight days for 45 minutes. Courses include painting and drawing, fibers, printmaking, and clay. In grades K-3 the emphasis is on line, shape, patterns, texture, natural forms, maskmaking, and puppets. In grades 4-5, students learn to do color mixing, design arrangement, still life, and human figures.

Music. Primary grade students have two 45-minute classes every eight days, and intermediate students take general music and one elective for 45 minutes every eight days. Instrumental music students meet weekly for lessons and band.

Required course

(Grades 1-5) General music

Electives Primary choir, intermediate choir, calypso choir, bell choir, and instrumental music

Dance. This course is offered once every eight days and is open to students in grades 3-5.

INSTRUCTIONAL PRACTICES: In order to ensure individualized attention, art classes are limited to 15 students each. Students in the fourth and fifth grades are regularly assigned long-term projects that expose them to a variety of artistic skills. For example, over a series of weeks students may draw a picture, create a loom based on this design, learn to weave on this loom, and then enhance their finished product with a collage. Thus, students learn to make connections between different art forms and, at the same time, to enhance their vocabulary and cognitive skills.

Music and visual arts classes are closely integrated with the school's multicultural program, and students enhance their studies of other countries and cultures by exploring their music and crafts (e.g., Incan sculptures and Peruvian hats from South America, masks and tie-dye from Africa, calligraphy from China, and Van Gogh drawings from Holland).

ACHIEVEMENTS:

- Each year, several students are selected to participate in the Peace Child Choir and in the Children's Bach Choir.
- Approximately 10 students win awards each year in "Art is Good for the Heart and Mind," a citywide contest.
- Several students qualify to enter the School of the Arts each year, while many more win scholarships to attend summer classes at the Memorial Art Gallery.

CONTEXT: James P.B. Duffy serves 970 students in grades K-5. The school is 46 percent black, 36 percent white, and 16 percent Hispanic. Seven percent of students are limited-English proficient. Sixty-two percent of students qualify for free or reduced-price lunch.

CONTACT: Barbara Wager, Principal, James P.B. Duffy School, 999 South Avenue, Rochester, NY 14620; (716) 461-3280.

Holmes Elementary School
Tonawanda, New York

GENERAL OVERVIEW: Holmes Elementary School has a rich and varied arts program available to all its students. It is based on a written, sequential curriculum and is taught by certified professionals in art and music. Art history and appreciation are interwoven into the curriculum. The music program emphasizes the development of artistic expression through movement, the singing voice, and the use of classroom instruments. Visual arts instruction emphasizes the basic elements of line, color, form, texture, and pattern.

The school offers unique opportunities for students to develop aesthetic and performance skills through two special programs. The first program, which is sponsored by the Western New York Institute for the Arts in Education, brings classroom teachers and local performing artists together in the classroom to develop primary students' aesthetic understanding of the elements of performance in visual arts, dance, drama, and music. Teachers and teaching artists are trained over the summer, and together, they develop units of instruction that each culminate in an actual performance. This special program also exposes students to art collections and performances by professional ballet troupes, orchestras, ensembles, and theater groups.

The second program, which is supported by the New York State Council on the Arts, focuses on the creation, production, and performance of an original, multimedia work by fourth- and fifth-grade students. Each year, members of the staff work closely with a Buffalo-based professional performing group devoted to collaborations among dance, music, and the visual arts. Together, they set goals and time schedules for that year's performance, collect samples of student work as a guide for choosing a theme, and work in fourth- and fifth-grade classrooms in order to generate a script for the production. During the second semester, students participate in a series of workshops that address many areas of multimedia production (e.g., costume design, dance, acting, technical support), and they select the areas in which they would like to work. Teachers, artists, and students work together to write and create the production, which is performed for the student body, visiting schools, and the community.

CONTENT: In addition to the programs described above, all students in grades K-5 take art for 45 minutes each week and music for 30 minutes each week. Electives in chorus and/or an instrument (e.g., violin, flute, trombone) may be selected by students in the fourth and fifth grades.

INSTRUCTIONAL PRACTICES: The artists-in-residence program has a strong multicultural emphasis, and dance is frequently incorporated. The teachers are very enthusiastic and "tuned" in to the needs of students. Efforts are made to heighten students' awareness of the arts in the world around them and to encourage them to realize their artistic potential.

ACHIEVEMENTS: Although there were no specific achievements in the field of the arts, Holmes reported that in 1988 and 1989 the staff and students were commended by the superintendent of schools for having 100 percent of students in the third and fifth grades score above the New York State reference point in reading, writing, and math.

CONTEXT: The suburban community surrounding Holmes Elementary is composed of low- and low middle-income homes, as well as some commercial properties. The school serves 356 students in grades K-5. The student body is approximately 97 percent white and 2 percent black. Forty-one percent of students receive free or reduced-price lunch.

CONTACT: Mark L. Kaiser, Principal, Holmes Elementary School, 365 Dupont Avenue, Tonawanda, NY 14150-7833; (716) 874-8423.

Wiley Post Elementary School
Oklahoma City, Oklahoma

GENERAL OVERVIEW: At Wiley Post Elementary the arts are included in the basic curriculum, and provisions are made for skill development in instrumental and vocal music, visual art, and theater. The school's written and sequential curriculum is a selective balance of experience in art history, criticism, aesthetics, and production. Students receive instruction from art and music specialists, artists-in-residence, and regular classroom teachers. Staff development is provided by way of site, district, and state-sponsored workshops.

Community resources are frequently used to enhance instruction. Artists-in-residence, theater groups from high schools and universities, local and traveling storytellers, published authors, and illustrators all put on instructional demonstrations for students in their area of expertise. The school also participates in a program with the local art museum, which is designed to enrich art education through well-prepared classes, games, and tours of the museum. Other community resources are used through field trips to arts-related facilities.

Student artwork is prominently displayed throughout the school, and these projects help students to know that their contributions are valued. Projects include murals in the cafeteria, gymnasium, music room, and academic areas; a pottery tile mosaic; silk-screened banners; and large weavings. Music also plays a central role in the school's daily activities. Four mornings each week, all students and staff sing their way to a common area to start the day with shared activities in an atmosphere of music. These assemblies provide opportunities for students to be recognized for birthdays or academic, artistic, and other special achievements.

Many other performance opportunities exist for students. Each year, productions include talent shows, orchestra programs, class skits and plays, and three major musicals; students in grades 1-6 participate. The chorus is well-known in the community and has performed with the city chorale and youth symphony and at state and national music conventions, choral festivals, area nursing homes, and shopping malls.

Administrative personnel and the school board strongly support the arts program. Even in times of relatively scarce funding, the district continues to employ full-time art and music teachers in the schools. Each year the students, faculty, patrons, and business partners join together for a special arts fundraiser that generates approximately $10,000 for the school's arts program.

CONTENT: All students in grades 1-6 take art once per week for 45 minutes with a visual art specialist. Music is offered for 90 minutes each week, with a special elective in strings available to students in grades 4-5. Dance and drama are incorporated into physical education, music, and other academic classes.

INSTRUCTIONAL PRACTICES: A thematic approach is used to integrate the arts into the rest of the curriculum. The art specialist works closely with classroom teachers to plan instruction.

ACHIEVEMENTS:

- The principal and the district superintendent have both won the John F. Kennedy Center for the Performing Arts and the Alliance for Arts Education School Administrators Awards.
- First- and sixth-grade students were first-place winners in local and state poster contests.
- Several students have had starring roles in film and television productions.

CONTEXT: Wiley Post Elementary is located in a middle-class, suburban neighborhood and serves 855 students in grades K-6. The student body is approximately 81 percent white, 13 percent black, and 3 percent Asian. Twenty-one percent of students receive free or reduced-price lunch.

CONTACT: Joan Wernersbach, Principal, Wiley Post Elementary School, 6920 West Britton Road, Oklahoma City, OK 73132; (405) 721-8123.

Wallingford Elementary School
Wallingford, Pennsylvania

GENERAL OVERVIEW: Wallingford Elementary School is very proud of its visual arts program, which endeavors to stretch the imagination of each student and stimulate creative thinking. Students are actively involved in three-dimensional art projects, drawing and painting, fiber projects, and printmaking. Teachers incorporate art theory, art history, art criticism, and aesthetics in their instruction. Both the visual arts and music programs are based on written, sequential curricula, and they are discipline-based with an emphasis on production.

The primary goal of the music program is to help students develop a positive attitude toward music. Students are introduced to music through bodily movement and, later on, learn rhythmic development, pitch discrimination, form recognition, music reading skills, and music composition. Computers are often used to enhance music instruction. Specifically, they are used to develop ear training, and a special software program helps to teach correct fingering techniques for brass instruments. Each student is encouraged to participate and experience success. As a result, a variety of shows are scheduled each year that give students an opportunity to demonstrate what they have learned in music, drama, and the visual arts.

The success of the art program at Wallingford is due to several factors, including the support of a principal who is philosophically convinced of the importance of art in our culture and who helps to ensure that the program receives an adequate share of the school's budget. In addition, the enthusiastic response and participation of students and the community provides inspiration to all who share responsibility for the program.

CONTENT: Each week, students take art and music for 1 hour each, and in addition, they may elect to join a small group engaged in a specific art- or music-related activity. Examples of small group activities include painting a large mural, decorating the school's lobby, or performing in the chorus, band, or orchestra.

INSTRUCTIONAL PRACTICES: The librarian and the art and music teachers work together to develop creative thematic units for the students. For example, during one year the librarian introduced students to an array of literature on oceans, and the art teacher engaged students in a variety of ocean-related projects. There is a culminating activity for each theme, such as the "Dress Up Day" event at the end of the unit on oceans. On that day, the entire student body created and wore costumes of sailors, sharks, and other forms of marine life. Teachers in other subject areas are also encouraged to participate in these units, and a list of suggested activities as well as a bibliography are provided.

Another example of cooperation between the library and the art department is the "Peep Box" project. Fourth-graders choose a favorite book and illustrate it in a shoebox. They are then required to write about their choice, describe how the final product was created, and discuss the difficulties they experienced. Their oral presentation of the paper is videotaped by a student camera crew, and they are able to take copies of the tape home to their parents.

ACHIEVEMENTS:

- Wallingford's art teachers and librarian were nominated for the George Bartol Arts in Education Fellowship, a regional award that recognizes outstanding art teachers who have used the arts in an exemplary fashion in schools.
- Several students have won first- and second-place awards, as well as honorable mentions, in a Pennsylvania button design contest and in several art contests sponsored by local banks and civic groups.

CONTEXT: Wallingford Elementary is located in a suburban community and serves 381 students in grades 1-5. The student body is 83 percent white, 15 percent black, and 2 percent Asian. Five percent of students receive free or reduced-price lunch.

CONTACT: Robert Rice, Principal, Wallingford Elementary School, 20 South Providence Road, Wallingford, PA 19086; (215) 565-7845.

Meigs Magnet School
Nashville, Tennessee

GENERAL OVERVIEW: The arts program at Meigs Magnet School consists of four departments that offer classes in art, choral music, instrumental music (band), and drama. Each discipline area is based on a written and sequential curriculum, and students have access to a variety of art-related instructional materials and resources (e.g., textbooks, musical instruments, tape and record players, video cameras, VCR players, computers and software, and sound and lighting systems).

All members of the arts faculty are certified educators and artists in their respective fields. They often participate in workshops and other staff development programs, and many are active in local art committees and groups. The art teachers meet weekly to discuss ideas for program improvement and to coordinate both class and performance activities. These activities, together with evaluations and goal-setting meetings, have helped the faculty strengthen curriculum and instruction in the department.

The arts program frequently uses community art resources such as talented parent volunteers and visiting guest artists and theater and music groups. In addition, local businesses and civic groups oftentimes donate art supplies to the school. Students are encouraged to attend local art shows, musical concerts, and theater productions. Student performing groups and their art teachers are also used as arts resources by members of the community.

Several seasonal programs are produced each year by the drama department, and band and chorus members also present special performances by traditional and contemporary performers to celebrate various holidays. Many students also participate in choral festivals and band and orchestra competitions each spring. Visual art students display their work year-round.

Support for the arts is strong among school and district administrators. Flexible scheduling and the provision of ample resources all contribute to the school's reputation for excellence in the arts.

CONTENT: All students in grades 5-6 attend a sequenced 9-week rotation of classes in art, choral music, and drama. In grades 7-8, students are rotated in art, choral music, and drama on a semester basis, allowing for more specialized artistic development in the upper grades. Students may also elect to attend a daily band or part-time strings class. Each class meets daily for 45 minutes.

INSTRUCTIONAL PRACTICES: Teachers incorporate performance technique and production in instruction, as well as art history and criticism of the art form being taught. Aesthetic understanding and appreciation are emphasized at each grade level.

ACHIEVEMENTS:

- In 1988-89, the Meigs Mastersingers won first place at a local choral festival, and the band was also honored for their performance.
- Meigs was named a Tennessee Arts Honor School in 1988-89, and one of its teachers was selected for the Governor's Academies for the Arts Award.

Looking at achievement more broadly, Meigs reported that between 1987 and 1989, its students averaged at or above the 77th percentile in all subject areas on the Stanford Achievement Test.

CONTEXT: Meigs Magnet School is located in a low- to moderate-income neighborhood and is surrounded by several large apartment projects and a sprawling public park. Most of the school's 536 students in grades 5-8 do not live in the community around the school but, instead, commute from various parts of the Nashville metropolitan area. The student body is 66 percent white and 34 percent black; approximately 10 percent of students receive free or reduced-price lunch.

CONTACT: Thomas T. Ward, Meigs Magnet School, 713 Ramsey Street, Nashville, TN 37206; (615) 291-6390.

Forest Trail Elementary School
Austin, Texas

GENERAL OVERVIEW: Students at Forest Trail have the opportunity to participate in an outstanding fine arts program that offers a comprehensive curriculum of music, art, and drama. Music and art classes meet on alternating days for 35 minutes and are taught by specialists who integrate their lessons with other classes. Drama concepts are taught at each grade level by the regular classroom teacher.

The fine arts program is a notable source of pride for the entire school. Student artwork adorns the hallways in permanent and semipermanent exhibits. A teacher-developed and produced curriculum guide—a working document that includes 55 student-illustrated examples of art as well as lesson plans and visual aids—sets the direction for this high-caliber program.

CONTENT:

Visual Arts

Grades K-5	Elements of art (line, shape, texture, color), principles of art (form, unity, harmony, balance), art history, evolution of art style

Music

Grades K-5	Singing, reading music, critical listening, vocal music, instrumental music, music history, music theory
Grade 5	Orchestra

Drama

Grades 3-5	Integrated at each grade level

INSTRUCTIONAL PRACTICES: The music program fosters a "learn-by-doing" approach in which students write their own music and perform in productions that include talent shows, community and holiday programs, and full-scale musicals. Students work in media such as clay, printmaking, fiber arts, sculpture, mosaics, collage, and photography. Many of these visual arts projects are integrated with other classes.

ACHIEVEMENTS:

- An article by a Forest Trail music teacher was published in the *Music Educators Journal* (1987-88).

Looking at achievement more broadly, Forest Trail reported that over 98 percent of its students in grades 3 and 5 scored at or above grade level in math on the TEAMS (Texas Educational Assessment of Minimum Skills) test.

CONTEXT: Forest Trail Elementary School serves 520 students in grades K-5. Over 93 percent of the student body are white, 3 percent are Hispanic, and 2 percent are Asian or Pacific Islander. Five percent of students qualify for free or reduced-price lunch. Forest Trail is the home campus for emotionally disturbed, mentally handicapped, and severely learning disabled students who come from a cooperative which includes schools in three different school districts. Seventeen percent of students receive special education services at the school.

CONTACT: Linda Roudebush, Principal, Forest Trail Elementary School, 1203 Loop 360 South, Austin, TX 78746; (512) 328-1416.

Frostwood Elementary School
Houston, Texas

GENERAL OVERVIEW: The music and visual arts programs at Frostwood Elementary are linked together in the Frostwood Aesthetics Project, which strives to develop a common scope of creative expression at the school. The program aims to cultivate a student's aural and visual sensitivity by combining different art disciplines. The ultimate goal is that students develop an understanding of the creative process and the enriching value of the arts.

Music appreciation and the visual arts are taught in conjunction with each other and tend to follow a common theme such as texture, line, or color. Students in the Frostwood chorus study literature from a particular period or style before performing works from that era. Students respond to musical pieces by producing artwork which emphasizes elements of what they hear. The objective is musical and art literacy on the highest aesthetic level.

An active PTA Cultural Arts Committee has generously contributed to the program by acquiring materials and resources and by developing lessons for classes that have special needs. The committee also supports the art program by gathering information on Houston area arts activities and by arranging for museum tours.

CONTENT:

Visual Arts

Grades K-5	General art instruction

Music

Grades K-5	Musical literacy and appreciation, joyous participation, spontaneous response, artistic performances, listening skills, tempo, melody, rhythm, pitch differences, dynamics, form timbre, playing instruments
Grade 5	Chorus

Theater Arts

Grades K-5	Creative drama

INSTRUCTIONAL PRACTICES: At the onset of the Aesthetics Project, classroom teachers knowledgeable in the arts and the music teacher collaborated to produce the *Art Smart* handbook. The handbook serves as a guide to the curricular goals and scope of the project, and it outlines specific strategies, activities, and plans for classroom use. Within this framework, all teachers are trained in the artistic principles of color, line, pattern, and texture. Art instruction consists of two- and three-dimensional art forms, with a focus on identifying and using the elements of art (line, color, shape, texture, form, and space). Students study the use of these elements by artists.

Music appreciation is also connected with visual art. For example, if the focus of a lesson is rhythmic and melodic "line," art masterworks are incorporated to make the connection between the visual and aural manipulation of line. Students learn about the musical styles of one period that correspond with artists of the same period. This integration of subjects makes the aesthetic experience more meaningful for students.

ACHIEVEMENTS:

- Frostwood received the Governor's Educational Excellence Award in 1989, 1990, 1991, 1992, and 1993.
- In 1992 and 1993, a Frostwood student performed in Theater Under the Stars.
- Frostwood received first place in cultural arts in 1988-89 from the Spring Branch Council of PTAs.
- In 1987, two Frostwood students performed in the Houston Symphony.

Looking at achievement more broadly, Frostwood reported that students in grades 1, 3, and 5 exhibited 100 percent mastery in math on the 1989 Texas Educational Assessment of Minimum Skills (TEAMS) test. Grades 3, 4, and 5 achieved 100 percent mastery in 1992.

CONTEXT: Frostwood Elementary School is located in a middle-to-upper-class neighborhood in Houston and serves 432 students in grades K-5. Approximately 85 percent of students are white, 13 percent are Asian, and 2 percent are Hispanic. Five languages are spoken by limited-English-proficient students, who represent 7 percent of the student population. Less than 1 percent of students qualify for free or reduced-price lunch.

CONTACT: Jean Quigg, Principal, Frostwood Elementary School, 12214 Memorial, Houston, TX 77024; (713) 468-7179.

Pinedale Elementary School
Pinedale, Wyoming

GENERAL OVERVIEW: Pinedale Elementary School students are exposed to a rich and extensive fine and performing arts program that includes the visual arts, vocal and instrumental music, and drama. Area specialists provide high-quality instruction in each discipline.

Pinedale has a fully equipped art room with equipment for potterymaking, enameling, drawing, painting, origami, and printmaking. Students' artwork is regularly displayed in hallways and classrooms, and dramatic and musical performances occur regularly. Each elementary class usually performs a play or musical during the year. Music students also perform at community center celebrations, which has helped to earn them the reputation for being a "singing school." There is a yearly art show which exhibits selected student works for the community.

CONTENT:

Visual Arts

Grades K-5	Sculpture, clay, painting, drawing, abstract, paper, printmaking, stitchery, weaving, papier maché

Music

Grades K-5	Vocal music
Grade 5	Instrumental music
Grades 4-5	Select choir

Dance

Grades K-5	Square dancing, creative movement, folk dancing, ballroom dancing

INSTRUCTIONAL PRACTICES: The arts curriculum is extensively integrated with other curriculum, and art specialists are sometimes brought in to work cooperatively with other teachers in planning projects. For example, during the Persian Gulf war, students were asked to describe the world according to a famous character in history; they drew maps, wrote journals, and recited essays as part of a multidisciplinary program that developed critical thinking skills. Classroom teachers regularly invite local artists to teach special projects.

ACHIEVEMENTS:

- The Alliance for Arts Education, through the John F. Kennedy Center for the Performing Arts, recognized the Sublette County School District for its exemplary arts education program.
- Pinedale Elementary was one of two schools to receive the Wyoming State Superintendent's Super School Award for 1989.

Looking at achievement more broadly, Pinedale reported that fifth-graders scored in the 91st percentile in total language arts and in the 85th percentile in total mathematics on the 1989 Iowa Test of Basic Skills.

CONTEXT: Set in a small ranching community of 1,000 residents, Pinedale Elementary School serves 235 students, nearly all of whom are white. Eighteen percent of students qualify for free or reduced-price lunch.

Some students are bused more than 45 miles each way between home and school. The school is fairly new and has been expanded recently to include a new cafeteria, which is shared by the elementary, middle, and high schools. The school also has a double gymnasium that serves as a community center after school hours.

CONTACT: Janet Materi, Principal, Pinedale Elementary School, Sublette County School District #1, P.O. Box 549, Pinedale, WY 82941; (307) 367-2828.

Part II
Secondary School Profiles

East Anchorage High School
Anchorage, Alaska

GENERAL OVERVIEW: There are over 700 students enrolled in classes within the arts program at East Anchorage High School. Courses include instrumental and vocal music, modern dance, mass media, drama, stagecraft, drawing and design, printmaking, jewelry-making, pottery, painting, ceramics, and art studio. Efforts are made to integrate these art forms whenever possible and to include them in other subject areas.

Throughout the academic year, all art students are given an opportunity to demonstrate their talents before a large audience. For example, the music students participate in statewide and regional festivals, all school assemblies, and throughout the community. In addition, the school's locally acclaimed dance group produces a full-scale program for the community each year; they also perform in plays, musical events, and other local functions. The drama students also produce several plays during the year. At least one play is performed before an audience of local elementary schoolchildren who are bused to East Anchorage for the special performance. The annual talent show is an integrated event, with students in music, drama, and dance performing.

Drawing and design students create and model costumes during the annual Halloween fashion show, and printmaking students regularly design and print T-shirts and posters for school events and organizations. Each spring, visual art students present their work at the annual Talent and Creative Fair, and entries are judged by individuals from the community.

The artistic contributions of various ethnic and racial groups are included in the art curriculum at East Anchorage. The school's artists-in-residence program has featured dancers from India and Japan, and there are plans to host African and Hispanic dancers in the near future. The dance classes include a unit on multicultural dances. Art studio is taught with an Alaskan Native emphasis and draws upon the expertise of Eskimos from the community. The Black Music/Black History course is team-taught by the choral director and a social studies teacher.

CONTENT: All art classes at East Anchorage High School are electives. Students can choose from among the following courses:

Music	Choir (three levels), band (three levels), orchestra (two levels), keyboard, guitar, music appreciation, music composition, music theory
Theater	Acting, stagecraft, theater study
Dance	Introduction to dance, multicultural dances, advanced dance
Visual Arts	Photography, mass media (students write, direct, film, and edit videos), drawing and design, printmaking, jewelry, pottery, fiber and fabric design, painting, ceramics, art studio

INSTRUCTIONAL PRACTICES: Art teachers have integrated technology into the curriculum to make their teaching more effective and to give students a more complete education. In music theory, for example, students work at terminals using specially designed software that allows them to learn at their own pace. This also gives teachers the opportunity to offer individual attention to students in need of extra help. Students also have access to synthesizers and computers; thus, they are able to compose on the synthesizer while the computer prints out the music. This activity helps them learn more about the composition process and encourages their creativity.

Art classes involve parents and community members. Teachers often invite parents to their classrooms to play instruments from their native culture and to give special demonstrations. A local gospel choir has also worked with the school's choir. In 1991-92, both Alaskan Native and Samoan parents participated in the dance program, teaching students about native dances and their cultural significance.

ACHIEVEMENTS:

- East Anchorage's orchestra and choir consistently achieve superior ratings at district and statewide competitions. The orchestra has won Best Ensemble in the state competition.
- In last year's district art show, several students won Best of Show in their area.
- East Anchorage established the first dance program in the Anchorage area, and the school regularly hosts shows for the public.

Looking at achievement more broadly, the school reported that on the Scholastic Aptitude Test, students averaged 436 on the verbal and 498 on the quantitative sections, with 52 percent of the class taking the test.

CONTEXT: East Anchorage High School serves a diverse student body of 1,600 students, with students coming from a wide range of socioeconomic and ethnic backgrounds. Over 40 percent of students are minorities, and 18 different languages are represented in the school. East Anchorage is viewed locally as an inner-city school, and counselors and administrators estimate that 30 percent of students are from low-income homes.

CONTACT: Rita J. Holthouse, Principal, East Anchorage High School, 4025 East Northern Lights Boulevard, Anchorage, AK 99508; (907) 263-1297.

Edison-Computech 7/8
Fresno, California

GENERAL OVERVIEW: Students at Edison-Computech may receive many hours of instruction in painting, drawing, printmaking, sculpture, fiber art, jewelry, photography, drama, and instrumental or vocal music each week. Classes are taught by credentialed teachers who are also artists or performers in the community. They regularly incorporate content from the disciplines of art production, art history, art criticism, and aesthetics throughout the curriculum. Instruction is also enriched by the use of videos, instructional television, slide presentations, and periodicals.

Students in the performing arts/creative drama classes benefit from visits by storytellers, drama instructors, actors, and local high school performers. In addition, community resources such as local museums and galleries are used to provide students with extensive exposure to the visual arts. Teachers also receive useful instructional information and creative ideas from guest artists and other teachers in the field during monthly curriculum inservice meetings. District teachers in the visual and performing arts share and evaluate ideas and lesson plans, and individual teachers can receive additional assistance from the district curriculum coordinator or staff development personnel.

There are many opportunities for students to perform and exhibit their talent. For example, there are regular art and photography displays in the office, cafeteria, and library, and student artwork is published in the school's newspaper, yearbook, and literary journal. A variety of dramatic productions featuring myths, fables, and melodramas are performed before English classes, the general student body, and visiting elementary school students. Computech's students also participate in a musical showcase and/or a full-length play each year. The school's band, orchestra, and chorus regularly perform at school and community functions, concerts, festivals, and competitions.

The arts program is regularly evaluated by the teachers and through feedback from students, parents, and audiences. Site administrators and the district curriculum coordinator conduct formal evaluations.

CONTENT: All art classes are electives and classes meet daily for 42 minute-periods.

Music	Orchestra (beginning, intermediate, and advanced), string orchestra, band (beginning, intermediate, and advanced), concert choir, show choir
Visual Arts	Art, art service (entails the more indepth study of a particular medium), photography, photojournalism
Theater	Performing arts (includes the study of theater history, acting skills, and play writing) advanced theater showcase (includes a unit on clowning and makeup technique)

INSTRUCTIONAL PRACTICES: Efforts are made to integrate the arts, which is best illustrated in the annual medieval pageant and dinner produced by the advanced theater showcase class, along with the show choir. It includes performances by madrigal singers, jugglers, gymnasts, other singers, actors, and actresses. In addition to the pageant, a musical is also performed each year.

ACHIEVEMENTS:

- The chorus is regularly invited to perform at the Vocal Invitational Festival and at the California Music Education Association Festival.
- Each year, several students qualify for the District Honor Jazz Band and Orchestra.
- Band students perform with the Edison High School band at football games, and many students are involved in honors and community performance groups.

CONTEXT: Edison-Computech 7/8 is a science and computer magnet school located in one of the poorest areas of Fresno. It is the only public middle school in California that provides an eight-period student day, and applications for admission are received from every elementary school in the district. As a result, the 650 students in the seventh and eighth grades come from all over the city, and they reflect its ethnic and cultural diversity. Approximately 51 percent of the students are white, 24 percent are Hispanic, 13 percent are Asian, and 12 percent are black. Twenty percent of students qualify for free or reduced-price lunch.

CONTACT: Claudia Andersen, Principal, Edison-Computech 7/8, 555 East Belgravia, Fresno, CA 93706; (209) 441-3971.

Mainland High School
Daytona Beach, Florida

GENERAL OVERVIEW: Mainland High School's outstanding visual and performing arts program is replete with opportunities for students to explore their interests in the arts and to develop their talents and abilities. Students may study drawing, painting, ceramics, sculpture, studio art, design, theater, dance, choreography, and instrumental and vocal music. The media center supports the programs with audiovisuals to teach art history, criticism, and aesthetics. The success of these programs is evidenced by the fact that 79 percent of students choose to participate in the arts beyond the half-credit graduation requirement.

This enthusiasm for the arts is fostered by the faculty, all of whom are practicing artists. Efforts are made to integrate the disciplines, and several productions each year require the combined efforts of the dance, music, drama, and visual arts departments. The faculty frequently invites guest artists from local museums, cultural centers, professional theater groups, and other art-related organizations to teach and perform at the school. Students are encouraged to perform and exhibit their work at school and in the community.

The past 4 years have witnessed the impressive growth and development of all of Mainland's art programs, and this has been due in part to the strong support of the school administration. A successful fundraising effort enabled the school to renovate its 30-year-old auditorium and install new facilities and features that have enhanced student performances. Various avenues for creative expression have also been provided. For example, the work of visual arts students appears in school publications and announcements, the school sponsors major art exhibits, students travel to district and state-level competitions in all disciplines, and students help to produce all aspects of major theatrical and dance performances.

CONTENT:

Performing Arts

Grades 9-10	Introduction to drama, introduction to chorus, introduction to band, introduction to guitar
Grades 10-12	Drama I, II, and III; chorus II, III, and IV; band II, III, and IV; guitar II, III, and IV; vocal ensemble; band ensemble; instrumental ensemble music theory, and American musical theater I and II, Acting I, II, III

Visual Arts

Grade 9	Two-dimensional art comprehensive, three-dimensional art comprehensive
Grade 10	Drawing, painting, ceramics II
Grade 11	Drawing and painting II, fibers/fabrics, electronic image production, Advanced Placement drawing portfolio, ceramics III, sculpture I
Grade 12	Portfolio I, II, and III, advanced computer graphics, Advanced Placement general portfolio, sculpture II

INSTRUCTIONAL PRACTICES: The strength of the arts curricula at Mainland lies in its visual arts program where students have access to state-of-the-art equipment. Students use Amiga computers for animation and graphics and print their work in color on ink jet printers. Using this technology, students designed the logo representing all the model technology schools for the State Department of Education.

One innovative, interdisciplinary unit links Advanced Placement biology students and Advanced Placement art students for a project that examines actual cells through digitalized imagery. Art students have also developed an informal design company by crafting brochures, calendars, and posters for several school departments and functions.

ACHIEVEMENTS:

- A Mainland student took first place in the Nancy Thorpe Memorial Poetry contest sponsored by Hollins College.
- In 1988, an art student's work was honored as being outstanding by the Educational Testing Service, and the art piece was displayed in the lobby of the organization's national office.
- A drama student in a one-act play won first place in the district thespian competition in 1992.
- In 1990, 1991, and 1992, the school's literary magazine, which is illustrated by art students,

won the highest award granted by the National Council of Teachers of English.

Looking at achievement more broadly, Mainland reported that in 1990, 64 percent of its students scored 3 or higher on Advanced Placement exams in English, calculus, biology, physics, studio art, Spanish, computer science, and American history.

CONTEXT: Mainland High School is located on a 43-acre campus in the center of the Daytona metropolitan area. The 2,068 students in grades 9-12 come from three neighboring cities that are ethnically and economically diverse. Mainland is also the Exceptional Student Education Center for the eastern section of the district, and it serves a significant number of handicapped and gifted students. Approximately 62 percent of the students are white, 34 percent are black, and the remaining 4 percent represent approximately equal numbers of Asians and Hispanics. Eighteen percent of students receive free or reduced-price lunch.

CONTACT: Timothy Huth, Principal, Mainland High School, 125 South Clyde Morris Boulevard, Daytona Beach, FL 32114; (904) 252-0401.

H.B. Plant High School
Tampa, Florida

GENERAL OVERVIEW: Plant High School offers its students an extensive array of courses in drama, dance, drawing, painting, sculpture, printmaking, photography, sculpture, computer graphics, and instrumental and choral music. The arts programs are based on written, sequential curricula, and the teaching of art history, criticism, and aesthetics are interwoven throughout the entire curriculum. Classes meet daily for 50-minute periods.

Students receive instruction from certified art educators who are also producing artists in their respective fields. The school's Artist-in-Schools Program allows students to work with and learn from other professional artists. Many students have become involved in projects that have led to the production of major works of art that currently adorn the school. Instruction is further enhanced by the use of slide series; visits to museums, galleries, and shows; and the resources of the nearby university.

Opportunities to perform and exhibit one's work abound. Student artists produce book and program covers for school events and publications, as well as create props and backdrops for choral and theatrical productions. Artwork by students is regularly entered in local and national competitions. Drama students perform in two major shows each year, and individual classes put on numerous productions for the student body. Children's theater productions give students an opportunity to perform for young children in the elementary feeder schools, thereby giving them the experience of live theater and an early introduction to their high school. Each year, an increasing number of thespians participate in district and state competitions. Enrollment in Plant's music program has also grown, and students perform at school events, in the community, and at district and state festivals.

The arts program receives much support from the school's administration and the local community. Adequate financial resources are made available for the different programs, and flexibility in scheduling allows large numbers of students to participate. In addition, local businesses occasionally donate materials and other resources.

CONTENT:

Drama

Grades 10-12	Drama I—Theater games, relaxation techniques, pantomime, theater history, monolog work, scene work, original TV script writing, music videos, acting, technique, theater etiquette, performance experience, critique
	Drama II—Audition, casting, play production, rehearsal techniques, monologue/scene work, critique
	Drama III and IV—Fall play production

Music

Grades 9-10	Band I
Grades 10-12	Band II, III, and IV; jazz ensemble I, II, and III; instrumental ensemble I, II, and III; keyboard I and II; chorus

Art

Grades 10-12	Drawing, painting, color theory, calligraphy, collage, sculpture, photo silk screen, film and print processing, computer graphics, art history

INSTRUCTIONAL PRACTICES: The teaching of aesthetics is emphasized throughout the entire fine arts curriculum, and students are encouraged to judge their work based objectively on compositional principles of design rather than on subjective critique. The historical context of each media is evaluated as well. One fine arts teacher introduced analogic thinking (linking the concrete to the abstract) to the understanding of art and design principles. Recently, the music department implemented a variety of inventive concert formats focused around composers and periods. All performing ensembles recreated a dinner theater atmosphere and billed the event as "Rick's Cafe."

ACHIEVEMENTS:

- The Symphonic Band received the highest rating ever given to a Tampa Bay area band at a state band festival.
- The drama department won the 1991 District One-Act championship.

Looking at achievement more broadly, the school reported that during the 1989-90 school year, Plant students earned an average score of 419 on the verbal and 492 on the mathematics sections of the Stanford Achievement Tests.

CONTEXT: Plant High School is located in one of the older parts of Tampa, and its students come from surrounding neighborhoods that are ethnically and economically diverse. Many families have lived in the neighborhood for generations, and children often return to live in the community because of the quality of life.

Approximately 1,120 students in grades 10-12 attend Plant: 74 percent are white, 15 percent are black, 8 percent are Hispanic, and 3 percent are Asian. Many students come from affluent homes in the area, however, 23 percent of families live below the poverty level and many reside in nearby public housing projects. Fifteen percent of students qualify for free or reduced-price lunch.

CONTACT: James P. Hamilton, Principal, H.B. Plant High School, 2415 South Himes Avenue, Tampa, FL 33629; (813) 272-3033.

Maine Township High School West
Des Plaines, Illinois

GENERAL OVERVIEW: Maine West has an extensive art department, and students can explore and develop their skills in many areas. More than 25 classes are offered, and all courses have written goals and evaluation plans. Each class is designed to give students an understanding of art history, art production, art criticism, and the principles of aesthetics.

Classes are taught by certified art educators who are practicing artists; many also are active in professional art organizations. Instruction is enhanced by state-of-the-art facilities and advanced equipment such as a photography lab, a kiln room, audiovisual and music libraries, practice rooms and studios, a radio and television complex, and a large theater. In addition, students take advantage of the resources available in Chicago and the local community. Classes regularly go on field trips, and teachers often invite professionals to the school to share their knowledge and expertise. Students go to concerts, plays, and galleries; and the school hosts symphony concerts, evening workshops by professional artists, touring art exhibits, and artists-in-residence. Art education is not limited to the arts department but also has been integrated into social studies, foreign languages, English, industrial technology, and home economics.

Students are given many opportunities to perform and display their work. For example, music students perform at school and community events, special holiday functions, and in solo, ensembles, and large group productions. Drama students present several plays during and after school hours, and dance students participate in the annual variety show and annual musical. Students enter their work in art exhibits and design program covers, murals, posters, and logos for school-sponsored events.

Community and parental support for the arts is widespread at Maine West. For example, funding for department newsletters, visiting artists, private lessons for some students, summer scholarships, and workshops has been provided by the Illinois Arts Council and by a parent and local business support group. Faculty and administration support is demonstrated through their commitment to financing arts improvement and expansion efforts, as well as through their recognition of student success in the arts.

CONTENT: Although only one course in the arts is required by the school and district for graduation, 99 percent of the student body exceeds that requirement by selecting additional courses either as a formal major or as electives. The school offers more than 25 different courses in the areas of art, music, and speech/drama. Each area is organized into a fully sequential program of study for those who select areas of concentration. Student advisers and the chairman of the arts department help interested students create a study plan.

Art	Classes include four levels of studio art, as well as sketching, oil painting, photography, clay, design materials, and two levels of photography
Speech/Drama	Courses include broadcast production, radio and TV broadcasting, public speaking, screenwriting, and theatrical production
Music	Classes include instrumental and vocal instruction at four different levels, as well as a wide variety of ensembles and music theory

INSTRUCTIONAL PRACTICES: Arts classes are usually conducted in small group settings, with few classes exceeding 18 students. Instructional strategies emphasize thematic projects, portfolios, and performance-based assessment. However, all instruction includes art history, aesthetics, and criticism, as well as arts production.

ACHIEVEMENTS:

- Student performing groups have traveled extensively, both locally and nationally. Performances include professional sports arenas, Disneyland, and national conventions.
- In 1989, Maine West students took second place in the National Stage Design Contest for their production of a Broadway musical.
- Since 1989, Maine West has operated an off-campus summer program in art history, production, and criticism at the Art Institute of Chicago.

Looking at achievement more broadly, Maine West reported that its students' standardized test scores have continued to rise during the last 3 years, daily attendance has averaged 92 percent, and the number of dropouts has fallen to less than 2 percent.

CONTEXT: Over the years, Maine West has endeavored to meet the educational and social needs of its surrounding lower middle-class community. Parents and students have participated in a variety of programs that have been provided both during and after regular school hours. The school serves a diverse student body of 1,540 students in grades 9-12: 78 percent are white, 12 percent are Hispanic, and 8 percent are Asian. Approximately 7 percent of students qualify for free or reduced-price lunch.

CONTACT: James L. Coburn, Principal, Maine Township High School West, 1755 South Wolf Road, Des Plaines, IL 60018-1994; (708) 827-6176.

Deer Path Junior High School
Lake Forest, Illinois

GENERAL OVERVIEW: Deer Path Junior High School offers students a wide array of courses in the visual arts, drama, and music. Classes are taught by qualified and certified educators who are also practicing artists in their fields. Teachers attend summer curriculum projects which allow them to enhance their lesson plans and rewrite the fine arts curriculum, which is based on criticism, evaluation, aesthetics, and creativity. The curriculum is geared to helping students improve their abilities and critical thinking skills. Teachers also have integrated the visual arts and drama with other subjects such as social studies, industrial arts, and computers. Each student receives a minimum of 2 1/2 hours of instruction in the arts each week.

Students are encouraged to take advantage of community resources by participating in classes offered by local art centers and by attending the symphony and opera. Field trips to high school performances also serve as a learning experience. Visiting artists, including musicians, illustrators, photographers, and architects, perform and lecture throughout the year.

During the 1990-91 school year, 28 percent of students actively participated in the instrumental music program, which includes an orchestra and jazz, concert, and symphonic bands. The band, orchestra, and choral programs are all incorporated into the school day. Each quarter, during the Related Arts Open House, students are given the opportunity to showcase their musical, dramatic, and artistic talents. In addition, student artwork is displayed annually at the Lake Forest Library.

Support for the arts at Deer Path is widespread. The faculty, administration, and school board demonstrate their commitment through curriculum and scheduling decisions that promote the arts, and by making the funding and approval of arts budgets a high priority.

CONTENT:

Theater

Grade 6	Introduction to drama
Grades 7-8	Electives: pantomime, improvisation, musical theater, play production, play reading, stagecraft, public speaking, debate

Visual Arts

Grade 6	Introduction to visual arts
Grades 7-8	Electives: drawing, painting, ceramics and sculpture, advanced ceramics

Music

Grade 6	Introduction to music, orchestra, jazz band, concert band
Grades 7-8	Electives: strum and sing, recorders, music of the past, jazz/pop/classics, chorus, orchestra, jazz band, symphonic band

INSTRUCTIONAL PRACTICES: High standards are set by a faculty of certified educators who are also practicing artists in their respective fields. The media center houses many professional, performing arts books and periodicals (*NAEA Magazine, MENC Journal, Art and Man, Theater Crafts, Theater Week*) that are available to students to supplement classroom or studio instruction. Several teachers have coordinated their classes in order to integrate different disciplines. For example, musical theater, which is offered to seventh and eighth graders, is team-taught by drama and music teachers. Art history lessons supplement art production classes.

ACHIEVEMENTS:

- Five orchestra members were selected to participate in the 1990 Illinois Music Educators District Orchestra Festival.

Looking at achievement more broadly, Deer Path reported that over 70 percent of its students scored in the top quartile of the national averages for reading and math on the Stanford Achievement Tests.

CONTEXT: Located in a residential community along the North Shore of Lake Michigan, Deer Path serves 617 students in grades 6-8. The student body is 93 percent white, 4 percent Asian, and 2 percent Hispanic. Most students are from high socioeconomic backgrounds, and less than 1 percent of students receive free or reduced-price lunch.

CONTACT: Gary C. Kreischer, Principal, Deer Path Junior High School, 155 West Deerpath, Lake Forest, IL 60045; (708) 234-6010.

Highland Upper Grade Center
Libertyville, Illinois

GENERAL OVERVIEW: Every student at Highland is involved in the arts during their 3 years at the school. The expressed goals of the arts program are to help students understand the basic elements of the arts, develop basic skills in the arts, and experience personal success in the arts and be able to draw upon these experiences in the future. Students choose from courses such as vocal and instrumental music, drawing, painting, sculpture, casting, printmaking, photography, slidemaking, textiles, crafts, graphic literacy, color theory, and drama. Production, art history, criticism, and aesthetics are all integral parts of the written, sequential curriculum. A complement of videotapes, laser discs, audiotapes, drama scripts, and musical scores also enhance the program.

Participation in the arts is high: 150 students in the band program, 200 in choral music, 90 in orchestra, and 150 in dramatic productions. As members of the Illinois Grade School Music Association, Highland's students have numerous opportunities to perform in solo, ensemble, and district contests. In addition, the choirs, orchestra, and bands regularly perform in a variety of festivals. Holiday plays and musicals give drama students a chance to perform before large audiences during the school year.

The art instructors at Highland are all specialists in their fields; many are performing artists, and most possess a master's degree. They evaluate the program by taking into account responses made in the annual parent and teacher opinion surveys, and they meet annually with other teachers from neighboring schools to discuss trends in fine arts education and to share curricular innovations.

Schoolwide support for the arts is evidenced in the schools' scheduling, which permits students to participate in as many arts activities as they wish, and in the special awards and recognition given to students during special school assemblies each year. The administration and school board are committed to providing the financial resources necessary for maintaining the program.

CONTENT:

Theater

Grade 6	Creative drama, pantomime, improvisation, story development
Grade 7	Silent films, silent film production, writing dialogue, body movement, voice projection
Grade 8	Theater history, radio theater, movie production, play production, sound technology, public speaking

Music

Grade 6	Choral music, composers, musical composition
Grade 7	Harmony, melody, rhythm, tone, color and form, musical composition
Grade 8	Musical theater, jazz-rock, keyboards

The visual arts curricula is not divided by grade level. Students choose from a broad selection of industrial and fine arts which includes graphic literacy, color theory, design elements, composition, three-dimensional forms, drawing, painting, sculpture, casting, printmaking, photography, and textiles. Sixth- and seventh-graders are assigned to classes as part of a rotation, while eighth-graders may select from these classes as electives.

INSTRUCTIONAL PRACTICES: Teachers collaborate on lessons to enhance the student's breadth of artistic expression. In one unit, music and fine arts classes overlap to focus on the Baroque period. Students experience the full visual and auditory dimensions of a particular era or genre. A manufacturing unit integrates computer and industrial arts in a 12-week course in which students develop, produce, and market a product.

ACHIEVEMENTS:

- The Highland School Orchestra was the only junior high school group invited to perform at the International Midwest Band and Orchestra Conference in Chicago.
- A fine arts student won *Scholastic* magazine's Gold Key Award.
- The Society of Manufacturing Engineers selected Highland School's integrated manufacturing unit to serve as a model of exemplary instruction.

Looking at achievement more broadly, the school reported that sixth- and seventh-grade students scored above the 97th percentile in reading and math on the 1990 Stanford Achievement Tests. Eighth-graders taking the Comprehensive Test of Basic Skills in 1989 averaged in the 85th percentile in reading and math, a 10-point increase from 1987.

CONTEXT: Located in an upper middle-class community, Highland Upper Grade Center serves 795 students in grades 6-8. Approximately 92 percent of students are white and 7 percent are Asian; less than 2 percent of students receive free or reduced-price lunch.

CONTACT: Paul Kremkau, Principal, Highland Upper Grade Center, 310 West Rockland Road, Libertyville, IL 60048; (708) 362-9020.

Libertyville Community High School District 128
Libertyville, Illinois

GENERAL OVERVIEW: The Libertyville Community High School (LHS) arts department includes courses in the visual arts, drama, dance, and music in a comprehensive, outcome-based curriculum. Classes include instruction in dance, television, drama, vocal and instrumental music, drawing, printmaking, jewelry, photography, ceramics, and painting. The extracurricular program supports the fine arts curricular program and has direct ties to all of the regular classes. Participation in the arts is encouraged, and the district's graduation requirement allows students to take courses in the fine and performing arts for academic credit.

All curricular classes are taught by art educators, specialists, and resident artists, all of whom are certified in their fields. Proximity to Chicago allows teachers to use numerous resources such as museums, art institutes, concerts, and area arts professionals to enhance instruction.

Students have several opportunities to showcase their talent, and the local community supports the arts program by attending these events. In addition, the local library works with the school's art department to produce a 4-week visual art program during Youth Art Month each year. The school's outstanding facilities—which include two theaters, a state-of-the-art sound system, and a newly designed lighting system—are available for use by the community. As a result, between 60 and 70 music, dance, and drama productions are performed at the school each year.

The administration of LHS has supported the arts by ensuring that sufficient funds are available to maintain the department, even in the face of budget reductions in many other state arts programs.

CONTENT:

Drama

Grades 9-12	Acting I and II, stagecraft

Visual Arts

Grade 9	Introduction to art
Grades 10-12	Drawing I and II, painting I and II, ceramics I and II, jewelry/fiber I and II, photography I and II, Advanced Placement portfolio class (forthcoming), television production

Music

Grades 9-10	Choir, band, orchestra
Grades 11-12	Concert choir, treble choir, symphonic band, symphony orchestra, and music theory

INSTRUCTIONAL PRACTICES: A committee of teachers develops units within the music curriculum that focus on composers and musical eras. One of these units, for example, examines Benjamin Britten and 20th century music. All students are given the opportunity to participate in any area of the arts, and a strong extracurricular program complements the fine arts curriculum. In addition, the television and video class serves the community by supplying area cable companies with complete productions.

ACHIEVEMENTS:

- Music students won the State of Illinois' Best Music Program for 5 consecutive years.
- Two students were selected as 1992 *Scholastic* winners for art (Hallmark Award) and photography (Merit Award).

Looking at achievement more broadly, Libertyville reported that its students scored 22.3 in English and 22.5 in math on the 1990 ACT, with 92 percent of the class tested.

CONTEXT: Located in a middle-income suburban community, Libertyville High School serves 2,049 students in grades 9-12. Approximately 87 percent of the students are white, 6 percent are Asian, and 5 percent are American Indian. There are nine different languages represented in the school. Less than 2 percent of students qualify for free or reduced-price lunch.

CONTACT: Dan Patterson, Fine Arts Department Supervisor, Libertyville Community High School District 128, 708 West Park Avenue, Libertyville, IL 60048; (708) 367-3100.

Adlai E. Stevenson High School
Lincolnshire, Illinois

GENERAL OVERVIEW: Stevenson High School has a thriving and rapidly growing fine and performing arts program with over 30 courses and a variety of cocurricular activities. The faculty is trained and certified in their subject areas, and students are encouraged to perform and exhibit their work.

Each year, the drama department produces three full-scale productions and two smaller workshop productions; the dance department also produces several concerts. Art students participate in a major annual art exhibit each spring, and their work is regularly displayed throughout the school in smaller exhibits or in one-person shows during the academic year.

Stevenson actively promotes the arts in nearby elementary and junior high schools. Over 2,000 visitors attend the annual exhibit of K-12 artwork, and junior high school band students regularly rehearse and perform with the high school students at important school events. Stevenson's fine arts faculty and students also conduct hands-on workshops in other schools in the area. On average, 70 percent of the student body enrolls in at least one fine arts course prior to graduation.

CONTENT:

Visual Arts

Grades 9-12	Art form I and II (year-long prerequisite), drawing and design, commercial art, sculpture, painting, printmaking, jewelry and metal design, computer art, photography I and II
Grade 12	Advanced Placement art (studio and general)

Music

Grades 9-12	Beginning instrument, electronic keyboard, marching band, symphonic and honor band, string orchestra, Stevenson chorus, advanced chorus, Madrigal singers, Patriot Singers, music theory I and II, discover music, jazz choir, jazz band

Drama

Grades 9-12	Theater arts, acting
Grades 10-12	Drama workshop I and II, musical theater, directing the actor

Dance

Grades 10-12	Beginner, intermediate, advanced and concert dance (ballet, modern, jazz)

INSTRUCTIONAL PRACTICES: The art faculty instills a spirit of respect for fine craftsmanship in students' work and a high level of achievement without placing emphasis on winning awards. All members of the faculty are strongly dedicated to the student body, and they make themselves available for consultation after school, on Saturdays, and during lunch periods. The staff of the Stevenson music department believes that music education is an important component of a complete academic experience and that it should be accessible to all students regardless of prior training. The curriculum has expanded to meet that goal, and beginning instrumental courses are offered as well as music appreciation.

ACHIEVEMENTS:

- The art department was selected as Illinois' "Art Department of the Year."
- One of the theater instructors is an accomplished playwright whose teleplay was nominated for an Emmy in 1989.
- The theater department was one of 16 programs invited to perform at the 1992 Statewide Theater Festival.
- A senior in the Stevenson dance program was accepted to the Brigham Young University Dance Company.
- The Board of Education received a service award from the Illinois Alliance for Arts Education in 1992.

Looking at achievement more broadly, the school reported that Stevenson students scored above the state and national averages on the ACT for the past 5 years. Figures for 1990 place Stevenson in the top 3 percent of over 5,000 public and private schools in the ACT sample and ranks it first in the northwest suburban area.

CONTEXT: Stevenson High School is not associated with a particular community but, instead, encompasses all or part of 17 different communities. There are 13 different languages represented in this school of 2,500

students in grades 9-12. Although the school is close to 90 percent white, the minority population—7 percent Asian and 2 percent Hispanic—has nearly tripled in the past 5 years. Less than 1 percent of students in this middle-to-upper middle-class suburban area qualify for free or reduced-price lunch.

CONTACT: Timothy Berkey, Principal, Adlai E. Stevenson High School, One Stevenson Drive, Lincolnshire, IL 60069; (708) 634-4000.

Wilmette Junior High School
Wilmette, Illinois

GENERAL OVERVIEW: Wilmette Junior High School offers its students extensive opportunities to explore the visual arts, vocal and instrumental music, and drama. The arts instructors attempt to equip students with organizational and evaluative skills and with the ability to produce new ideas and learn independently. Courses are based upon a written and sequential curriculum, with clearly defined goals and objectives for instruction in each area. Art history, production, and context are all emphasized.

Each of the areas is taught by highly qualified individuals who are specialists in their field and are practicing artists. Several teachers participate in state and national conferences, workshops, and seminars in order to improve their curriculum and teaching skills. Students are regularly exposed to the work of professional artists through field trips to museums, galleries, and the theater, and through visits to the school by local professionals. Students perform in music festivals and school theatrical productions, and local banks and other institutions regularly display the work of visual art students.

Teachers use a wide array of resources to enhance students' learning experiences, including a library of dramatic literature, videos, audiotapes, musical instruments, and an inventory of props and costumes. The teachers also have developed interdisciplinary projects that allow students to integrate language arts and social studies with the fine arts.

The administration, school board, and community rigorously support the visual and performing arts programs. They are committed to the development of a student body that can appreciate and enjoy the arts.

CONTENT:

Grade 6. All students are required to take four introductory courses, each lasting 6 weeks: "related arts" (e.g., sculpture, photography, drawing, painting, ceramics, graphics) drama, and music.

Grades 7-8. Students are required to take at least two additional 9-week courses from the following areas:

Fine Arts	Courses include elementary and advanced ceramics, sculpture, drawing, painting, graphics, photography, and printmaking
Drama	Courses include communication arts, media, creative drama, oral interpretation, advanced drama, diction, and speech
Music	Courses include elementary and advanced voice, music theory, instrumental technique, and performance ensemble

INSTRUCTIONAL PRACTICE: In both the visual and performing arts programs, instruction tends to be activity-based; courses are often taught in a studio setting, and instruction is conducted individually or in small groups. However, production-based activities are supplemented with thematic examinations of relevant history, culture, and geography.

ACHIEVEMENTS:

- Instrumental and vocal ensembles have performed and toured widely, including performances for national conventions in Chicago, state conventions in Peoria, and annual appearances at the New Trier High School Jazz Festival.
- Arts exhibitions consist of municipal events and small arts competitions at area libraries and city buildings.

Looking at achievement more broadly, the school reported that

- In 1988, the Illinois State Board of Education recognized Wilmette as a school of excellence.
- 1989 average scores on the Illinois Goals Assessment Test ranked in the 97th percentile.
- The National Association of Secondary School Principals' Council on Middle Level Education named Wilmette to its "Top Ten" list of schools in 1987.

CONTEXT: Wilmette is located in an upper socioeconomic North Shore community of professionals and business people. Most parents have attained high levels of academic achievement and devote themselves to ensuring high-quality education for their children. The school serves 900 students in grades 6-8. The student body is 93 percent white and 6 percent Asian; less than 2 percent of students receive free or reduced-price lunch.

CONTACT: William C. Melsheimer, Principal, Wilmette Junior High School, 620 Locust Road, Wilmette, IL 60091; (708) 256-7280.

New Trier Township High School
Winnetka, Illinois

GENERAL OVERVIEW: New Trier's Division of Performing Arts is an interdepartmental organization of speech, music, drama, dance, and theater production. The division's primary goal is to bring a rich artistic program, based on a written and sequential curriculum, to students and the community. The art department offers courses in the visual arts such as drawing, painting, ceramics, sculpture, design, history of art, advanced photography, and advanced studio art. A large, full-time staff of 17 accredited teachers, most of whom hold master's degrees, provide leadership and instruction to the approximately 2,000 students involved in the arts program.

The school has outstanding facilities and a variety of resources available to enhance teaching and learning. These include art and dance studios; a gallery; two well-equipped theaters; an extensive library of plays, poetry, and prose; video cameras; radio and television facilities; and special practice rooms for orchestras, bands, and choral programs. The curriculum is augmented by field trips to cultural events and by visiting artists, troupes, companies, and guest conductors. In addition, there is an extensive school library collection of art books, periodicals, slides, and on-line data bases and media resources.

High-quality performances are one of the school's major objectives, and there are approximately 30 dance, music, and theater productions held each year. Theater students perform numerous plays and musicals that reflect a variety of styles, themes, and production styles. Dance Day and Dance Concert are major annual events that allow students of all ability levels to demonstrate their talent in dance, choreography, and directing. Music students provide live music to accompany the dances.

The arts program is evaluated on an ongoing basis by the faculty and by representatives from art schools, colleges, and universities. Alumni also provide feedback on the school's programs.

Financial support from the administration and school board has allowed for continued improvement and expansion of the arts program. This support also has enabled the faculty to take advantage of staff development opportunities and receive additional pay for their involvement in extracurricular activities.

CONTENT: Although school and district requirements are limited to only two semesters of fine or practical arts, 50 percent of the student body exceeds the requirement. Students who select the arts as their major program of study must complete a program that includes a sequential, 4-year curriculum. However, many students select these courses as electives, creating their own interdisciplinary arts program.

Fine Arts	Visual arts, music, speech, drama
Visual Arts	Foundations in art, photography (three levels), sculpture, design history, drawing and painting, ceramics
Drama	Workshops in acting, advanced interpretation, stagecraft, lighting
Dance	Five levels of dance instruction, plus dance composition and introductory choreography
Practical Arts	Business graphics, speech, computer technology
Speech	Television production, theater history, playwriting, creative communications, debate, and radio broadcasting

INSTRUCTIONAL PRACTICES: Instruction is almost entirely performance-based and is usually conducted in a small group studio setting.

ACHIEVEMENTS:

- Averages 30 performances in dance, music, and theater annually;
- Invitational choral performance at Carnegie Hall in 1989;
- Two students selected to the National Debate Team;
- A faculty member honored as the National Music/Orchestra Teacher of the Year by a national panel of experts and colleagues; and
- Extensive workshops and international tours by both the instrumental and vocal performing groups.

Looking at achievement more broadly, New Trier reported

- Increasing average test scores, including SAT scores of 1044 and scores in the 99th percentile on the Illinois State Reading Exam, and
- An average daily attendance rate of 96 percent, combined with a dropout rate of less than 1 percent.

CONTEXT: New Trier High School is located in an upper-class suburban community in which most residents hold a college degree. The atmosphere at the school is warm, respectful, competitive, and highly demanding. The school, which serves 2,711 students from five surrounding communities, is 88 percent white and 10 percent Asian. Less than 1 percent of students receive free or reduced-price lunch.

CONTACT: Dianna M. Lindsay, Principal, New Trier Township High School, 385 Winnetka Avenue, Winnetka, IL 60093; (708) 446-7000.

DuPont Manual-Magnet High School
Louisville, Kentucky

GENERAL OVERVIEW: DuPont Manual-Magnet High School offers qualified students an opportunity to enroll in its Visual Arts Magnet or its Youth Performing Arts School (YPAS). Both programs provide students with an opportunity to study their chosen discipline extensively without neglecting their other required academic courses.

The Youth Performing Arts School features a specialized curriculum for those students considering a career, or advanced study at a university or conservatory, in one of the performing arts areas. The faculty, who are both teachers and artists, are committed to long hours of after-school instruction in performing arts productions (last year, there were 140 productions in 185 school days). Guest artists are frequently invited to the classroom, and students regularly attend professional performances.

The other academic teachers strive to integrate the arts in their subject areas, and they offer special assistance to students who miss classes as a result of art-related activities. YPAS serves as a model for arts schools around the nation, and its students have performed locally, nationally, and internationally.

The Visual Arts Magnet has a written, sequential curriculum that includes art production, art history, art criticism, aesthetics, and career education in all its courses. Students choose from drawing, painting, photography, computer graphics, sculpture, textiles, ceramics, printmaking, architectural drawing, and art history. There are a variety of instructional materials and resources available such as a specialized art library, videotapes, filmstrips, an original art collection, several studios, gallery space, and an outdoor sculpture garden.

The department is staffed by professional artists who also hold master's degrees in their fields; most are active members of art organizations and institutions. Students often visit local museums and galleries, and they sometimes travel to Europe with the performing arts students to visit major sites of artistic importance. A low student/teacher ratio of 14 to 1 facilitates instruction and learning.

The visual arts program is regularly evaluated by the faculty, as well as by outside organizations, professional artists, and art educators. Recommendations are incorporated into planning for the program. Students' portfolios are reviewed by the art faculty and by visiting artists from colleges and universities. A written review is completed for each student every year.

CONTENT: The Youth Performing Arts School offers four separate programs of study—theater, dance, music, and technical theater—and each requires students to take 4 years of courses. Programs require 2 hours of class per day and cover four levels of mastery.

Theater	Courses include diction, voice, character analysis, directing, combat theater, writing, method acting, and classical drama
Dance	Courses include modern, jazz, and ballet technique; choreography and interpretation is also offered
Music	Courses include voice, orchestra, piano, band, music theory, performance technique, and music history
Technical Theater	Courses include set design, costuming, lighting, and makeup

The Visual Arts Magnet Program requires a minimum of eight different year-long courses and offers almost a dozen advanced elective courses. Required courses include:

Grade 9	Basic design, drawing and painting I
Grade 10	Introductory sculpture, drawing and painting II
Grade 11	Textiles and printmaking, drawing and painting III
Grade 12	Art history seminar, photography and computer graphics

INSTRUCTIONAL PRACTICES: In the Youth Performing Arts School, all courses are taught by teams of teachers with different areas of specialization. This practice exposes students to a variety of teaching styles in each course. Courses are generally activity-based and participatory in nature, with introductory minilectures as needed during each semester. In addition, Youth Performing Arts School courses include workshops and recitals, and students regularly participate in after-school productions.

The Visual Arts Program uses a studio approach, frequently focusing on producing various art forms and

completing arts projects. However, all courses incorporate relevant history, career education, and aesthetic contexts. Individual work and small groups are common.

ACHIEVEMENTS: Visual Arts and Youth Performing Arts students have won local, state, and national competitions, and their work has been published in arts journals and shown around the nation. Other achievements include:

- First and second place awards during the last 2 years of the National Talent Search conducted by the Pratt Institute of Art;
- Two appointees to the National Youth Orchestra in 1990;
- Eight students selected to the National Art and Science Competition, a 30-piece exhibition sponsored by the National Science Foundation between 1989 and 1991;
- Gold medal for the Youth Performing Arts Concert Band at the Toronto International Music Festival (1993);
- National Scholastic Art recipient (one of five in the nation to receive the award; work is displayed at the John F. Kennedy Center for the Performing Arts, Washington, DC, 1993);
- The visual arts teacher was the recipient of the Ashland Oil Teacher of the Year, the Golden Apple Award (1993), and the ExCel Award (1992);
- A Youth Performing Arts School dance instructor was the recipient of the 1993 Capital Holding Teacher Award for a project entitled "Creating African-American Music: A Visiting Composer's Program"; and
- The Kentucky Arts Council funded a grant at the Youth Performing Arts School for "Enhancing the Image of Male Dancers in the High School" in 1991-92.

Looking at achievement more broadly, Manual reported

- Averages above the 76th percentile on the Comprehensive Test of Basic Skills for students in grades 9-11 in 1990;
- Dropout rates of 1 percent; and
- Enrollment of 83 percent of graduating seniors at 4-year colleges or universities.

CONTEXT: Manual is centrally located near downtown in an historic area of Louisville. The school serves 1,349 students in grades 9-12. The student body is very diverse, and students come from both urban and rural areas that reflect a wide socioeconomic spectrum. Close to 75 percent of the students are white and 25 percent are black. Approximately 12 percent of students qualify for free or reduced-price lunch.

CONTACT: Beverly Keepers, Principal, DuPont Manual-Magnet High School, 120 West Lee Street, Louisville, KY 40208; (502) 473-8241.

McMain Magnet Secondary School
New Orleans, Louisiana

GENERAL OVERVIEW: The faculty and staff of McMain Magnet Secondary School share the philosophy that the arts are an important part of each student's education. Thus, they strive to maintain an extensive and high-quality program in the face of other identified needs. Students may take courses in vocal and instrumental music, speech and drama, dance, and the visual arts. A written, sequential curriculum includes history, criticism, appreciation, and production. Students with outstanding abilities may participate in the Talented in the Arts Program, which offers an individualized program of study in theater, music, or the visual arts.

Arts courses at McMain are taught by qualified art educators, musicians, and theater performers, many of whom perform with professional and community groups throughout the city. Two annual inservices, organized by the fine arts department, help to ensure continued quality instruction for students. Teachers enhance their courses by inviting guest performers to the school through the Cultural Arts Program and by organizing regular field trips to operas, museums, plays, and other artistic events that are frequently scheduled throughout the city. Teachers in other subject areas, particularly the humanities and foreign languages, integrate the arts in their lessons; students frequently use dramatizations, music, and the visual arts to illustrate what they have learned.

Students are given ample opportunities to perform for the school and community. The orchestra, band, and chorus present two annual concerts. Piano students have an annual recital, the speech and drama clubs have at least two performances each year, and the art club has an annual festival during which students display their work. McMain students are also frequently invited to participate in local rallies, musical performances, exhibits, and festivals.

CONTENT: All students are required to take either 2 years of a performing art or 1 year of Fine Arts Survey—a course that includes the study of the visual arts, dance, music, and theater. All art courses are a year in duration and meet daily for 55 minutes.

Grades 7-8	Vocal music, speech, instrumental music, art 7-8
Grade 9	Speech I, art I
Grades 10-12	Fine arts survey, drama, advanced band, art II, II, IV

Other possible electives include general music, advanced chorus, piano, beginning band, and beginning and advanced orchestra. Students who are particularly gifted may audition for Talented in the Visual Arts or Talented in Theater, two very advanced courses taught by an itinerant teacher.

INSTRUCTIONAL PRACTICES: McMain allows students who are considering the arts as a career to leave campus for 2 hours of instruction each day in order to pursue advanced study in dance, theater, music, visual arts, and creative writing at the New Orleans Center for the Creative Arts (NOCCA). NOCCA is a professional arts training center within the New Orleans Public Schools, and, in recent years, more students from McMain have been accepted into this highly competitive program than from any other high school in the city. In addition, McMain students have participated in joint projects with art students from other schools, and together, the students have written, acted, and directed theatrical performances.

ACHIEVEMENTS:

- Several students received honors in the Detweiler Art Competition.
- Several students were members of the All-State Symphony Orchestra, 1990-91 and 1991-92.
- Student musicians earned superior ratings at the Music Educators Association's State Music Festival, 1990-91 and 1991-92.
- Vocal students qualified for the All-State Mixed Chorus in 1990-91.

Looking at achievement more broadly, McMain reported that its students have won several state and citywide honors for outstanding performances in languages and physics, as well as numerous city championships in the annual Literary Rally competitions.

CONTEXT: McMain, a citywide, competitive admission, college-preparatory school with a largely inner-city school population, serves 1,458 students in grades 7-12. Approximately 66 percent of students are black, 25 percent are white, and the remainder are relatively evenly divided between Asians and Hispanics. Thirty-nine percent of students qualify for free or reduced-price lunch.

CONTACT: Donalyn Hassenboehler, Principal, McMain Magnet Secondary School, 5712 South Claiborne Avenue, New Orleans, LA 70125; (504) 862-5117.

Baltimore School for the Arts
Baltimore, Maryland

GENERAL OVERVIEW: Baltimore School for the Arts (BSA) admits students to its music, theater, dance, and visual arts departments on the basis of an audition or portfolio review. Once admitted, students spend half of their day studying their chosen area of the arts, and the remainder is spent in academic study. The arts program is particularly rigorous. Students must study reference materials relevant to their area, read and discuss various art reviews and critiques, prepare research papers on important individuals in the arts, analyze the historical and social context of performances and other works of art, and be knowledgeable about the literature and history of their discipline.

A variety of instructional resources are available in each department to help students increase their knowledge and expertise. These include practice studios, a wide selection of recordings, instruments for loan, slide collections, and an art history library. A faculty of professional artists guide and encourage students to reach their potential. In addition to teaching at BSA, many instructors are also employed at the Baltimore Symphony, Baltimore Opera, and at the Center Stage and Theater Project. They are thus able to bring special knowledge and expertise to the classroom.

The arts program at BSA is evaluated on a regular basis by faculty and outside professionals. Staff members often participate in their associates' classes and assist in evaluating each others' students. Students are required to perform or present their work before a panel of faculty members in their department each year. This cooperative effort helps to ensure that uniformly high instructional standards are maintained throughout the department.

The school uses many community resources. The program is further strengthened by frequent visits to local galleries, museums, theaters, ballets and operas, and by classes with visiting dancers, choreographers, directors, and actors.

INSTRUCTIONAL PRACTICES: Classes at BSA are similar to professional studios. Teachers set extremely high standards for their students, focusing on details that make for true artistry. Whether it is a shoulder held too high or a line drawn too darkly, teachers push students to reach the highest levels of production and performance. To facilitate that process, classes often run for more than one period. The public address system is used only for emergencies, and assemblies are held only to discuss serious schoolwide problems.

ACHIEVEMENTS:

- Students at BSA have had many opportunities to perform with professional organizations, including the Baltimore Symphony Orchestra.
- Numerous graduates of BSA are working in professional companies across the United States and internationally.

Looking at achievement more broadly, BSA reported that

- In 1988-89, 96 percent of the graduating class went to college and the remaining 4 percent were professionally engaged. Each year, a large majority of students continue on to college or begin their professional careers.
- On the 1990 Scholastic Aptitude Test, students' average scores were 478 verbal and 441 quantitative, with 85 percent of the class taking the test.

CONTEXT: The Baltimore School for the Arts is a citywide public high school for talented students in grades 9-12 who aspire to careers in the arts. Located in downtown Baltimore, the school's ethnic, cultural, and socioeconomic diversity is unmatched by any other school in the city. Approximately 44 percent of the school's 290 students are minorities, and 16 percent of students receive free or reduced-price lunch.

CONTACT: David Simon, Principal, Baltimore School for the Arts, 712 Cathedral Street, Baltimore, MD 21201; (410) 396-1185.

Broad Meadows Middle School
Quincy, Massachusetts

GENERAL OVERVIEW: The arts program at Broad Meadows includes fine art, music, urban design, puppetmaking, set design, youth theater, and maskmaking. Programs are based on sequential, written curriculum, and teachers use a variety of resources to help their students achieve a heightened appreciation and understanding of artistic expression. Many artists—such as playwrights, illustrators, actors, musicians, and a papermaker—have performed at the school and worked directly with the students.

There is a concerted effort to integrate the arts with other areas, and the youth theater has been particularly successful in this endeavor. Staff members from the physical education, home economics, industrial arts, music, and visual arts departments all work together to produce an annual holiday show and a spring musical. Each department contributes its expertise in choreography, designing and sewing costumes, set design and construction, and singing and musical arrangements.

The arts are an important part of every student's core curriculum at Broad Meadows, and there is a great deal of support from the school's faculty and administration, as well as the local community. Staff members are committed to integrating the arts in all subject areas, and the administration has worked to ensure small class sizes in all arts programs, as well as to increase the amount of time allotted for arts instruction. They also have provided financial support to ensure that adequate resources are available for arts instruction. Both the principal and the art coordinator evaluate the program.

CONTENT:

Visual Arts

Grade 6. Students study art from prehistoric to medieval times. Multicultural art experiences are woven throughout the program.

Grade 7. Students learn about, and then use, 19th and 20th century art forms to create their projects. American art is emphasized at this grade level.

Grade 8. Students experiment with various styles of painting, drawing, and sculpture, with an emphasis on design principles.

Music

Grade 6. The program focuses on the history of American music (jazz to the modern period). Music theory is a key element at this grade level.

Grade 7. The program features an introduction to musical composition, with an emphasis on Baroque, Classical, Romantic, and modern works.

Grade 8. Students continue their study of musical composition, and they also are introduced to orchestras from various musical periods.

INSTRUCTIONAL PRACTICES: Class size does not exceed 16 students, which allows teachers to provide individualized instruction as needed. Most programs are taught in an interdisciplinary format so that students may gain a wider understanding of the subject being taught, as well as how topics are interconnected.

ACHIEVEMENTS: Many visual arts students enter their work in the annual citywide art exhibit, and drama students regularly perform skits and short plays in local drama festivals.

CONTEXT: Broad Meadows is located in a suburb of Boston and serves 284 students in grades 6-8. Most students live in nearby housing projects, middle-class neighborhoods, or working-class fisherman communities. An increasing number of students now come from minority and immigrant families. Ninety-two percent of Broad Meadows students are white, 4 percent are black, and 4 percent are Asian. Forty-eight percent of students qualify for free or reduced-price lunch.

CONTACT: Gerald Butler, Principal, Broad Meadows Middle School, 50 Calvin Road, Quincy, MA 02169; (617) 984-8723.

East Hills Middle School
Bloomfield Hills, Michigan

GENERAL OVERVIEW: The staff of East Hills Middle School share a belief in the power of the arts to shape and develop a student's imagination, creativity, and self-esteem. Students may participate in a variety of courses such as drawing, painting, printmaking, photography, two- and three-dimensional art forms, video production, computer graphics, drama, and instrumental and vocal music. In addition, art production, history, criticism, and aesthetics are included in the arts curriculum, and students are exposed to many different styles and forms. Students are taught to appreciate the art of different periods, and they learn the importance of historical and social context. They are also given opportunities to critique their own work and the work of others.

The art program at East Hills promotes interdisciplinary teaching and an effort is made to coordinate the issues, literature, and/or regions being studied in other classes with relevant art, music, and drama. For example, musical productions give special recognition to different world cultures and religions. The drama and music students also have produced programs on various themes such as substance abuse prevention, the contributions of Martin Luther King, Jr., and the celebration of Peace Week.

Students are taught by a well-trained and qualified staff, many of whom are practicing artists. Teachers use the many resources available in the community—such as museums, arts institutes, and dance companies—to enrich their classes. They also rely on the resources of the art departments of nearby universities and colleges. The school has an ongoing artists-in-residence program, and other professional artists frequently work with students in their classes.

An important goal of the arts program is to promote excellence in performance. Orchestra and choir students attend local and national festivals, and they often receive favorable critiques from judges and other music educators. Other students also participate in concerts that unite the visual and performing arts.

Teachers and administrators view the arts as an important part of the core curriculum. The artistic creativity and talents of students are visible in hallways, classrooms, and at schoolwide events. Arts programs receive the funding and recognition they need, and student accomplishments are recognized throughout the school and district. The school's principal, who formerly served as the band director, is a very strong supporter of the arts.

CONTENT: Generally, sixth-grade students enroll in a 10-week exploratory class in art, drama, or music which meets daily or every other day. Seventh- and eighth-grade fine and performing art classes usually meet daily for a 20-week period.

Grade 6	Introduction to art, introduction to music (wind, string, choir, or general music), drama
Grades 7-8	3-D pottery/sculpture, drawing/painting, band (intermediate and advanced), orchestra (intermediate and advanced), choir, photography and independent study art

INSTRUCTIONAL PRACTICES: Teachers emphasize thematic studies and often integrate the arts to give students a greater appreciation for historical context. For example, during a 2-3 week unit on Russian studies, the art and band teachers work together to introduce seventh-graders to the art and music of Russia. Students then perform musical pieces and recreate their own versions of historical Russian artwork. On Dickens Days, students also learn about 19th century England through the art and music of that period.

East Hills also has resident poets and artists, one of whom has her studio housed in the school building. Students take lessons in the studio and have regular discussions about what it is like to be a professional artist. The artist's work is prominently displayed throughout the school.

ACHIEVEMENTS:

- The band and orchestra regularly receive the state's highest ratings (superior) at regional competitions.
- In 1990-91, six art students earned state recognition through their participation in the Scholastic Art Awards competition.

CONTEXT: East Hills Middle School is located in a middle-to-upper middle-class suburban community. The school serves approximately 420 students in grades 6-8, and about 23 percent are minorities. Two percent of students qualify for free or reduced-price lunch.

CONTACT: Donald M. Hillman, Principal, East Hills Middle School, 2800 Kensington Road, Bloomfield Hills, MI 48304; (810) 339-3400.

Cass Technical High School
Detroit, Michigan

GENERAL OVERVIEW: Cass Technical High School offers its students a wide variety of courses in the visual and performing arts. Students who wish to major in the visual arts may choose from three specialty areas commercial art, fashion illustration and design, or arts and crafts. The range of available courses includes ceramics, fashion, jewelry, free hand and figure drawing, lettering, painting, photography, sculpture, art composition, art history, and color and design. The music department and performing arts department also offer a wide array of vocal and instrumental classes, as well as theater arts. Aesthetics and art history are important elements of the arts education program, and students regularly write criticisms of artwork in prose or poetry.

Teachers in the art, music, and performing arts departments are highly qualified, with many possessing master's degrees or above. Students participate in community-based projects, study with visiting artists, attend workshops, and enter their artwork in several contests and exhibitions sponsored by local businesses and organizations. Theater students are challenged by plays and musicals that introduce a variety of thematic, artistic, aesthetic, and social experiences to students and their audience. In addition, students must sometimes research topical themes for a performance.

There are numerous performance opportunities for students. In addition to their annual musical show, drama students perform for the community and also produce special one-act plays for elementary schoolchildren who are bused to Cass for each performance. The concert and marching bands, along with the vocal choruses and ensembles regularly perform at school and community events. Several students also audition for the Performing Arts Guild or the school's chapter of the International Thespian Society.

The arts program at Cass has existed for over 30 years, and it continues to be viewed as an important part of the core curriculum. Support for the program is evidenced by the large number of people who attend performances and by the school administration's efforts to accommodate the needs of students who often must perform away from the school.

CONTENT: Although there is no art requirement at Cass, many students choose from among the many electives that are offered. Those who are concentrating in the arts must, however, follow a particular sequence within their curricular area. Classes meet daily for 55-minute periods.

Visual Arts. Majors may choose from one of three curricular areas: commercial art, fashion illustration and design, or arts and crafts.

Grade 9	Art composition, lettering I
Grade 10	Free hand drawing I, lettering II
Grade 11	Drawing II, figure drawing I and II, color and design, jewelry, ceramics, commercial art I and II, fashion I and II
Grade 12	Art history, drawing III, commercial art III, painting I and II, poster design

Electives include photography I and II, printmaking, and sculpture.

Music. Majors may choose from one of two curricular areas: *avocational music*—one performing ensemble each semester in the 9th and 10th grades, two performing ensembles each semester in the 11th and 12th grades, and music history in the 12th grade; or *vocational music*—minimum of one performing ensemble each semester, courses in a student's chosen major instrument, piano, vocals, music theory in the 11th or 12th grade, and music history in the 12th grade. Harp is offered as an elective.

Performing Arts

Grade 9	Speech I
Grade 10	Interpretive reading and dance
Grade 11	Drama I (history of theater), drama II (an intensive acting course), radio production, television production
Grade 12	Humanities, development of film, great plays, and a choice of (a) debate, followed by advanced public speaking or (b) stage craft, followed by play production

Kids Show (a course in which up to 30 shows are performed each semester for elementary schoolchildren) is offered as an elective.

INSTRUCTIONAL PRACTICES: Teachers use various means to engage and challenge their students. For example, the eight teachers in the music department practice team teaching, and students benefit from the more individualized nature of the instruction and the increased opportunity to work in small groups during the class period. Also, the debate classes address real problems facing the school, and they work to find appropriate solutions.

ACHIEVEMENTS: Cass Technical High School is a regular recipient of several art scholarships and other honors for outstanding performances in a variety of exhibits and competitions. For example:

- Several students have been national winners in the Congressional Art Competition during the past 3 years.
- Each year, students receive state and national honors in drawing, painting, and graphic design at the Scholastic Art Awards.
- The bands and orchestras won 1st Division ratings in the district and state music festivals in 1990 and 1991.
- The jazz ensemble, together with the harp and vocal ensemble, were selected to perform for the Blue Ribbon Schools recognition ceremony at the John F. Kennedy Center for the Performing Arts in Washington, DC.

CONTACT: David L. Snead, Principal, Cass Technical High School, 2421 Second Avenue, Detroit, MI 48201; (313) 494-2605.

Traverse City Area Junior High School
Traverse City, Michigan

GENERAL OVERVIEW: Traverse City Area Junior High School (TCJHS) offers a wide selection of courses in the arts, including pottery, sculpture, drawing, painting, computer art, photography, dance, drama, video art, moviemaking, art history, creative design, and music. The music department is particularly extensive with five bands, three orchestras, four choirs, and six sections of general music classes. Additional vocal and instrumental ensembles are open to students in the extracurricular program.

Highly qualified full-time instructors teach art and music throughout the school day. A variety of styles and forms are incorporated in each class, and students are encouraged to appreciate the beauty and many purposes of art. Students are also taught technical information as well as the history and theory of their art form. Staff development is a high priority among the faculty and many attend local, state, and national conferences each year in order to stay current in their field and sharpen their instructional skills.

Students entering TCJHS from the local elementary school are involved in a joint K-12 art and music program. Teaching and learning are enhanced as classes at each school are coordinated, and the faculty share similar goals and objectives. A sequential hierarchy of skills and knowledge is incorporated in the instruction at both schools. Both programs are regularly reviewed and evaluated with the aid of parent and student surveys, and monthly department meetings allow the staff to continually assess the programs and delivery of instruction.

Students are given ample opportunities to travel, perform, and learn outside the regular school setting. Experts in various fields regularly come into the school and help to enrich the art education program. For example, local and state artists-in-residence assist the faculty in teaching art production, art history, and aesthetics; other artists, photographers, and sculptors come in to work with students and demonstrate techniques. The program is further enriched by student participation in college art classes, summer art camps, and field trips to local and out-of-state art galleries. TCJHS maintains close relationships with arts councils, local colleges, and professional art groups, and, as a result, the school is able to make extensive use of their facilities and staff.

The arts program at TCJHS is strongly supported by administrators, parents, and the community. The program was expanded recently with the introduction of Arts In Motion (AIM), which provides dance and drama instruction. Generous responses to the school's fundraising efforts have enabled many students to travel widely and participate in a variety of art-related events.

CONTENT: Seventh-grade students must enroll in band, orchestra, or visual arts. Eighth- and ninth-grade students choose electives from the following courses:

Visual Arts	Pottery and sculpture, drawing and painting, computer art and video processes, photography, creative design, Arts In Motion (combination of drama, dance, and visual arts)

AIM and the computer art and video processes class have afterschool components.

Performing Arts	Choir (eighth grade and auditioned), band (eighth grade and auditioned), orchestra (eighth grade and auditioned)

The performing arts department offers the following in its extracurricular program: youth choral, madrigals, girls ensemble, men of note, jazz band, brass choir, wind ensemble, and a string octet.

INSTRUCTIONAL PRACTICES: Introductory music classes are taught by up to three teachers so that different sections—such as wind, percussion, or strings—can receive individual attention. Choir classes are also team-taught so that the different voice groups can receive special instruction. In addition, band and orchestra classes are scheduled by skill level so that classes can easily be brought together to play more complicated pieces.

Music classes are integrated with other subjects, particularly foreign language and history. For example, when the history class is studying the American Pioneers, music students attend the class dressed in clothes of the period, and they sing songs contemporary to the Pioneers. Parents have an opportunity to see the innovative music program during Community Nights, when special classes are held for their benefit.

In the photography classes, students are introduced to a variety of techniques, and they learn how to build their own kaleidoscopes and cameras. Students also have access to cameras and animation camcoders.

Assignments in the visual arts department are very creative. For example, the computer arts teacher designed a week-long examination for students that required them to create a classroom, teacher, and classmates on the computer. Another teacher focuses specifically on non-Western art forms and has introduced students to dye and sculpture techniques and sculpturing common to Africa.

ACHIEVEMENTS:

- The band and vocal teachers have been named local Teacher of the Year in their subject areas.
- Students have consistently won top honors at the state performing arts festival.
- A teacher was granted a Christa McAuliffe Award to develop the AIM program.
- The computer arts teacher received a 3-year grant to bring area professionals to the school for extracurricular study.

CONTEXT: TCJHS is located in a small town in an area noted for tourism, farming, and its cultural institutions. It serves 2,200 students in grades 7-9. Over 97 percent of students are white and approximately 22 percent receive free or reduced-price lunch.

CONTACT: George F. Bourdo, Principal, West Junior High School, P.O. Box 32, Traverse City, MI 49685-0032; (616) 922-6700.

Apple Valley High School
Apple Valley, Minnesota

GENERAL OVERVIEW: Apple Valley High School (AVHS) adheres to the "triple A" philosophy: academics, art, and athletics. Opportunities to learn various art disciplines and perform are many, and both the highly skilled student and the beginner may take courses that challenge and inform. Introductory and advanced courses are offered in all art disciplines, and there are four levels of concert bands and several choirs that allow students with different levels of expertise to gain performance experience. Every year the theater, music, and dance groups each perform three or more times for the school and community.

The teaching staff, who are all practicing artists or professional performers, include the study of styles and periods in their classes, and an effort is made to increase student awareness of historical context, criticism, and aesthetics. Recently, a new performing arts department was created and the disciplines of music, dance, and theater were integrated to provide opportunities to explore commonalities and differences among the disciplines. The department also provides opportunities for interdisciplinary work and serves as a support system for the arts within the school.

Faculty and staff at AVHS recognize that exposure to the outside world is important in art education, so field trips to museums, concerts, and plays, visits by guest artists, and the use of college and university resources are all important elements of the school's instructional program.

Support for the visual and performing arts is evidenced by the school's instructional budget, capital outlay budget, and staffing patterns in these areas.

CONTENT: Most of the art classes offered at AVHS are trimester-long electives that are open to students at all grade levels.

Visual Arts

Survey Art 1	A review of all types of visual arts media
Survey Art 2	An indepth study of two-dimensional art (e.g., commercial illustration, painting, drawing, photography)
Survey Art 3	An indepth study of three-dimensional art (e.g., ceramics, sculpture, jewelrymaking)

Three levels of instruction are available in each of the survey arts classes, with students able to pursue their interests by taking independent study and advanced independent study in each course.

Other electives include Images and Ideas (art history), Creative Dimensions (e.g., weaving), photojournalism, and Advanced Placement studio art.

Performing Arts

General Music (11th and 12th grades)

History of jazz and popular music, music theory and composition I and II, music technology I and II, and music for the untrained musician

Instrumental Music

Marching band and concert bands (4 total)

Vocal Music	Concert choir, Eagle chorus, Select Treble Choral (11th and 12th grades)
Theater	Acting I and II, children's theater, introduction to theater production, musical theater I and II, introduction to video production, and theater practicum and study of film (11th and 12th grades)
Dance	Dance technique, dance composition, stage movement for performers, and advanced dance performance

INSTRUCTIONAL PRACTICES: Apple Valley High teaches the arts from an interdisciplinary perspective, and efforts are made to integrate all art disciplines whenever possible. For example, during the school's Mozart Festival there were theatrical readings of Mozart's letters, singing from a section of one of his operas, and dancers who performed while the chorus sang. The New Music Ensemble, which performs only the new and unpublished work of teachers, students and other artists, also incorporates dance and vocals into their concerts at the school.

Other practices that have helped to enhance instruction include the introduction of multicultural perspectives, particularly in the music curriculum, and weekly

tutorials in instrumental and vocal music that are offered on an individual basis to band and chorus students.

ACHIEVEMENTS: Both students and teachers have been the recipients of numerous honors and awards at a variety of local and national competitions, exhibits, and festivals. For example:

- During 1990-91, several visual arts students had their pieces accepted for exhibition at the National Scholastic Art Awards, the Australian International Art Exhibit, the Minnesota Alliance for Art Exhibit, the Best 100 High School Visual Arts Exhibition, and several other local events.
- Between 1988 and 1990, the school's wind ensemble was invited to play at the John F. Kennedy Center for the Performing Arts, Carnegie Hall, and the National Music Educators Conference.
- The drama group performed a one-act play at the state festival in 1990 and received a rating of exceptional for their performance.
- A faculty member was voted Minnesota Choir Educator of the Year for 1991-92.
- The chairman of the visual arts department was one of six Chamber Foundation Award winners in the state in 1991.

CONTEXT: Apple Valley High School is an independent school situated on a 90-acre campus in a suburb of Minneapolis. The school serves just over 2,000 students in grades 9-12; the population is fairly homogeneous, with only 6 percent of the student body from minority groups. The community is middle class and upwardly mobile, and less than 1 percent of students qualify for free or reduced-price lunch.

CONTACT: James P. Boisen, Principal, Apple Valley High School, 14450 Hayes Road, Apple Valley, MN 55124; (612) 431-8200.

Wayzata Senior High School
Plymouth, Minnesota

GENERAL OVERVIEW: The importance attached to art education at Wayzata High School is reflected in its philosophy: "Art is an integral part of everyone's daily life...one of the basic needs of our culture and should be understood and enjoyed to the fullest." The school's extensive arts program provides students with many opportunities to develop skills and knowledge in areas such as drawing, pottery, computer art, photography, band, choir, orchestra, acting and directing, and play production. The faculty emphasizes the development of critical and analytical thinking, and these skills, along with art history, criticism, and aesthetics, are incorporated in each art program.

The art faculty at Wayzata are highly qualified, and many hold advanced degrees in their field. Others are current performers or practicing artists, and some teach college or graduate level courses at other institutions. They often enrich the instructional program by inviting other educators, artists, and musicians to their classes, and some of these individuals provide advanced private tutoring in voice or instruments to students.

Many students have traveled abroad or to other cities and towns to perform. Others have showcased their talents at school performances, local art studios, community shopping areas, student art exhibits, and pottery sales.

Members of the community and the school administration strongly support the visual and performing arts program at Wayzata. For example, talented artists from the greater metropolitan community are often hired as choreographers or costumers for Wayzata productions. Also, the administration has allowed students to include more art courses in their schedules, has provided funding for special items and events, and has upgraded the school's art facilities. The school board also has mandated the total integration of the arts in every program of study.

CONTENT: All courses in the visual and performing arts are electives. Most of the visual arts and drama courses are a trimester long, while the music courses generally meet for an entire year.

Visual Arts	Computer art I, II, and III; pottery I, II, and III; painting I, II, and III; drawing I, II, and III; independent studio (drawing and painting); independent workshop (pottery); and Advanced Placement art
Music	
General music	Electronic music, applied music, and Advanced Placement music theory, basic music theory and history
Music performance	Wind ensemble, symphony band, chamber orchestra, string orchestra, varsity choir, treble choir, concert choir, jazz ensemble, marching band
Drama	Play production, acting and directing, performance drama, and speaking out

INSTRUCTIONAL PRACTICES: Teaching and learning are enhanced by the use of various technologies and materials. For example, computers are used for ear training in music theory classes, and pottery students visit a nearby art center where they learn how to do pit firings in the earth. Students also are taught a variety of contemporary African and American Indian firing techniques. They also are able to learn difficult pottery techniques more easily by repeatedly viewing instructional videotapes designed and recorded by the teacher.

ACHIEVEMENTS:

- The electronic music and the computer art courses won special recognition for being state "Programs of Excellence," by the Minnesota Alliance for Arts in Education.
- The band, choir, and orchestra consistently win superior ratings in the annual Minnesota State High School League Solo and Ensemble Contest.
- The Chamber Orchestra placed third place in the International Youth and Music Festival in Vienna, Austria, in 1990.

Looking at achievement more broadly, Wayzata reported that it has consistently been among the top 1 percent of Minnesota schools in annual numbers of National Merit Scholars.

CONTEXT: Wayzata is a large suburban high school in an upper middle-class community near Minneapolis. The school, which is 92 percent white and 5 percent Asian, serves 1,572 students in grades 9-12. Approximately 3 percent of students receive free or reduced-price lunch.

CONTACT: Nancy Hanily-Dolan, Wayzata Senior High School, 305 Vicksburg Lane, Plymouth, MN 55447; (612) 476-3000.

Shenendehowa High School
Clifton Park, New York

GENERAL OVERVIEW: Over 60 percent of Shenendehowa's students are enrolled in the arts, which include drawing, painting, ceramics, sculpting, photography, videography, holography, computer graphics, printmaking, fashion design, advertising design, vocal and instrumental music, music theory, and drama. All classes incorporate elements of art history, criticism, and aesthetics.

Classes are taught by a highly trained and experienced faculty, many of whom are working artists as well as teachers. All faculty members take advantage of numerous staff development opportunities that help to keep instructional standards high. Students are challenged, and exposure to a wide range of artistic expressions creates a well-rounded appreciation for the arts. The school's video library, slide and print collections, periodicals, and art books also enhance teaching and learning.

The school uses community resources, and students enjoy trips to local libraries, museums, and regional theaters, visits by guest lecturers and performers, and an artists-in-residence program. Local theaters are used for performances, and many students are members of community theater and music groups, or they participate in various art associations and programs.

Evidence of the school's support for the arts has been demonstrated in several ways; for example, awarding diploma credit for courses in the arts; scheduling that allows for maximum participation in visual, musical and theater arts during the school day; financial support for staff development and equipment; and increased recognition for students in the arts.

CONTENT: Art and music classes meet daily, except for wind and jazz ensembles, and Choraliers, who meet every other day. All students are required to take a minimum of one credit in art or music before graduating, and classes are open to students at all grade levels.

Visual Arts. There are four visual arts sequences available to students (3-5 units of study):

Commercial	Studio in art, advertising design I and II, photography I and II
Fine Art	Studio in art, drawing and painting I and II, Advanced Placement studio, portfolio and/or printmaking
Crafts	Studio in creative craft, design in clay I and II, design in metal I and II
Media	Studio in media arts, photography, film and video

Other electives include studio in art history and appreciation, fashion design, and sculpture.

Performing Arts. Courses are generally year-long and are open to all students, although students must often audition for placement in the select ensembles. Both music and theater are often combined with courses in the English department.

Music	Symphonic band, orchestra (full and string only), wind ensemble, jazz ensemble, concert choir, swing choir, music theory I and II, and music in our lives
Theater	American musical theater and theater arts

INSTRUCTIONAL PRACTICES: Teachers strive to create balance in all areas of the arts programs in an effort to provide a well-rounded education for students. For example, as a final project, music theory II students were asked to write an original piece for band, jazz, ensemble, and orchestra; they were required to conduct it before each group.

Students who study theater often do so in conjunction with the study of history and literature, and, as a result, they experience the various forms of drama in both a historical and cultural context.

ACHIEVEMENTS: Shenendehowa's students experience success in arts competitions, exhibitions, and academics. For example:

- All students seeking admission to art/music schools are placed in their school of choice; 90 percent of students attending private schools in the arts do so with scholarships.
- Students receive numerous honors at the regional level of the Scholastic Arts competition each year, and in 1990 five students won at the national level.
- Four or five students are selected each year to the New York State School Music conference, and Shenendehowa is regularly represented at

the highly competitive annual All-Eastern Music Educators National Conference.

- A vocal student was selected to sing at the American Choral Directors Association Eastern Conference in 1992.
- Five percent of the graduating class goes on to major in the arts in college.

Looking at achievement more broadly, Shenendehowa reported that

- Each year it wins about 41 percent of the Regents Scholarships, which are awarded on a countywide basis, even though they comprise only 26 percent of county graduates.
- Recent graduating classes have included 26 National Merit finalists, 27 National Merit semifinalists, and 127 National Merit commended students.

CONTEXT: Shenendehowa is a large suburban high school which serves 1,846 students in grades 10-12. The predominantly middle-class student body is 96 percent white, and less than 3 percent of students receive free or reduced-price lunch.

The school provides focus and cohesion for several nearby community developments and has helped to foster a spirit of involvement and participation. The school's facilities are used extensively by the community for recreation and learning.

CONTACT: Gary I. Adelson, Principal, Shenendehowa High School, 970 Route 146, Clifton Park, NY 12065-3688; (518) 371-4763.

North Shore High School
Glen Head, New York

GENERAL OVERVIEW: The high caliber arts program at North Shore High School has been called "the jewel in the crown" by the district superintendent. This prestigious program for students in grades 9-12 draws from the wealth of resources in nearby New York City and from extended residencies by professional artists and groups. The department is composed of a certified staff of visual arts and music instructors and a theater instructor who also teaches English and speech. All staff members are practicing artists with advanced degrees.

The Arts-In-Education Program adds a dynamic component to the department's course offerings. Professional organizations such as the Circle of Dance Repertory Group, the Brooklyn Philharmonic Orchestra, and the New York Public Theater's Playwrights in the Schools Program work with students in week-long, month-long, or semester-long projects. Twelfth-grade students may choose to participate in a half-year, independent study of their choice of art form.

CONTENT:

Visual Arts

Grades 9-12	Foundations in art, studio art
Grades 10-12	Ceramics, drawing, painting, graphics, 3-D design, sculpture, crafts, art history

Music

Grades 9-12	Concert band, orchestra, chorus, music theory, "Music in Our Lives," voice, instrumental music

Drama

Grades 9-12	Introductory acting
Grades 10-12	Advanced acting, survey of theater

Dance is offered through the physical education department and in the Arts-In-Education Program. Students have many performance opportunities through extracurricular clubs such as jazz band, Madrigal singers, and the Do Mi Sols, an extracurricular select choir.

INSTRUCTIONAL PRACTICES: The fine and performing arts program at North Shore embraces the philosophy that arts education is an essential component of a student's overall development. Cultural diversity is emphasized, and the Arts-In-Education specialists play a primary role in this effort. For example, students recently explored various regions of the African continent during an African festival, and a repertory dance company taught Chinese dance during a 10-week residency at the school. Also, teachers cooperate in developing units that cross disciplines, such as "Heroes and Villains in the Theater," which is team-taught by English and theater instructors and is offered to students in the upper grades.

ACHIEVEMENTS:

- The North Shore band, orchestra, and chorus received outstanding ratings at the 1990 North American Music Festival.
- Students consistently receive high rankings at the New York State Music Educators' Competition.

Looking at achievement more broadly, North Shore reported that ninth-graders scored in the 96th percentile on both the reading and math sections of the 1990 Educational Records Bureau Comprehensive Testing Program.

CONTEXT: Located in central Nassau County on Long Island, North Shore High School serves 537 students in grades 9-12. Ninety-seven percent of students are white, and less than 1 percent of students qualify for free or reduced-price lunch.

CONTACT: Elaine M. Boyrer, Principal, North Shore High School, 450 Glen Cove Avenue, Glen Head, NY 11545; (516) 671-5500.

Piedmont Middle School
Monroe, North Carolina

GENERAL OVERVIEW: Students at Piedmont Middle School receive daily instruction in the visual arts, band, chorus, drama, or general music. They are taught the history of the various arts disciplines and how to evaluate and critique the works of others as well as their own. A variety of resources are available, including videos, slide presentations, and books and publications directly related to each of the arts. An assortment of electronic equipment and acoustic instruments also enhance instruction. The school's proximity to Charlotte allows for field trips to museums, plays, and musical performances, which stimulate further interest in the arts.

Students compete and perform in arts festivals, art shows, school assemblies, and other community and school events. Whenever possible, teachers encourage unity within the arts by having students in the visual arts, drama, and music classes all work together on the same productions. Students are recognized for their artistic accomplishments in a special awards ceremony at the end of each year.

Support for the school's arts program is evident in the community's positive response to programs and events, in the financial resources committed by the school administration and parent-teachers organization, and in the way students' artwork and awards are visibly displayed throughout the school. Teachers in the visual and performing arts departments regularly attend workshops and conferences in their field, and this, together with the school's evaluation and feedback process, serves to encourage and strengthen instruction.

CONTENT: Sixth-grade students must attend daily, 50-minute classes in each of the arts, with classes in each field in session for a 6-week period. Seventh- and eighth-graders may select any two areas to study in greater depth. Their classes also meet daily for 50 minutes, and each session lasts 12 weeks.

Grade 6

Dance	Includes elements of dance, dance history, improvisation, dance terminology and vocabulary, dance composition
Music	Includes singing, playing percussion and other instruments, music history (various cultures and eras), music writing, music literacy
Art	Includes an introduction to the color wheel

Grade 7

Dance	Includes the same topics covered in the sixth grade, plus kinetic awareness, bones and muscles, ballet, modern dance
Music	Includes the more indepth study of topics covered in the sixth grade
Art	Includes studying the works of major artists, ceramics, fibers, sketching with charcoal

Grade 8

Dance	Includes the same topics covered in the seventh grade, plus jazz and social dance development in the 20th century
Music	Includes more advanced study of topics covered in the seventh grade, plus the introduction of part singing
Art	Includes the same topics studied in the seventh grade, plus an introduction to graphic art

INSTRUCTIONAL PRACTICES: Teachers in all art classes encourage cooperative learning and peer assistance. In addition, teachers try to incorporate various approaches and methodologies within each class in order to provide students with opportunities to use different skills and abilities. For example, eighth-grade students are required to complete a research project on dance in the decade of their choice, and this is then presented to the class via an oral presentation. Dance teachers use a model of the human body to illustrate how the different bones and muscles operate.

ACHIEVEMENTS: The success of the arts program at Piedmont is evidenced in numerous awards that have been won by several of its students, including:

- Six videos entitled a "A Decade in History" that qualified for the state-level competition in 1991-92 (produced by eighth-graders);

- First and third place winners in the Monroe Women's Club art show, 1991-92;
- The "Best of Show" school award plus a variety of individual awards for painting and three-dimensional fiber and ceramics won at the county art festival in recent years; and
- Winner of the Newspaper in Education Design Contest sponsored by a local newspaper, 1990.

CONTEXT: Located in a small, middle-class rural community, Piedmont Middle School strives to promote traditional values and high expectations for academic success among its 750 students in grades 6-8. Close to 96 percent of the students are white, and although only 10 percent receive free or reduced-price lunch, the school's staff estimates that as many as 15 percent of students are from low-income families.

CONTACT: Gwyn Griffin, Principal, Piedmont Middle School, 2816 Sikes Mill Road, Monroe, NC 28110-7724; (704) 753-4716.

Girls' Preparatory School
Chattanooga, Tennessee

GENERAL OVERVIEW: The arts program at Girls' Preparatory School (GPS) is extensive, with widespread student participation in all areas. The fine arts department offers courses in drawing, painting, graphic design, sculpture, pottery, printmaking, papermaking, photography, architectural design, dance, music, and theater. Students may take beginner-level or Advanced Placement classes, and art history, criticism and aesthetics are incorporated throughout.

The school's highly trained faculty seek to improve instruction by taking advantage of enrichment opportunities such as workshops, camps, and conferences. GPS is well-equipped, and a variety of instructional materials such as an art history slide collection, computer and video equipment, pottery wheels, and a graphics press are available to students. There is also an extensive library collection for each area of the arts.

The community's resources are extensively used for instructional purposes. Students and faculty are involved in the activities of the local museums, theater, orchestra, dance company, and visual arts associations. Through the Cultural Literacy Program, faculty from the art department of the University of Tennessee are regularly invited to GPS to conduct lectures on a variety of art-related topics. These lectures are very popular lunchtime events and are held several times throughout the academic year.

GPS has hosted several art events such as the Scholastic Arts Awards and the Tennessee Regional Exhibition. It has also cosponsored a week-long series of dance workshops and performances conducted by members of the Martha Graham Company from New York. GPS has a new Performing Arts Center that serves to further promote art education and performances at the school.

CONTENT:

Grades 7-8. Students take two full-year courses in visual arts and music. They may take orchestra instead of music. Orchestra offers three levels for grades 7-8. Visual arts classes include drawing, painting, history of art, and perspective studies. Music classes include vocal, music theory, composers, and cultural aspects of music. Dance is required for one semester.

Grades 9-12. Students choose from among the following elective courses: studio visual arts, musical theater, fundamentals of acting, photography, visual design, Advanced Placement art, 20th century rock and roll, music theory and composing, orchestra (three levels), and introduction to dance and choreography.

INSTRUCTIONAL PRACTICES: The interdisciplinary music studies program integrates American studies with music and provides students with a more complete understanding of music's history and importance in American society. Twentieth Century Rock and Roll, for example, teaches students about the roots of rock and roll, its impact on the culture, and the historical context surrounding the rise in rock and roll's popularity. Also, the Cultural Literacy Program introduces students to the arts through the presentations of visiting artists. A professional ballerina, for example, helped students put on a show to teach them about ballets in the 19th century.

Students are challenged to think independently, and it is expected that they will participate in all learning activities, particularly those that emphasize improvisation. Students learn to choreograph their own dances, make costumes, take skills tests, and complete written reports. In photography class, they are taught darkroom and camera operations, and they are challenged to develop innovative approaches to photography.

ACHIEVEMENTS:

- Each year, many GPS students qualify to attend the Tennessee Governor's School for the Arts.
- Three GPS fine arts teachers have been recognized by the Governor's School for the Arts as outstanding teachers.

Looking at achievement more broadly, the school reported that

- Students score in the highest percentiles on the nationally normed Educational Records Bureau achievement tests. The 50th percentile of GPS students falls into the 77-99th national percentile in all major subjects.
- In 1990, GPS students' average score was 564 verbal and 591 quantitative on the Scholastic Aptitude Test (100 percent of class tested).

CONTEXT: Girls Preparatory School is the largest independent secondary school for girls in the United States. It is a school for above-average, college-bound students, and it has a reputation for academic excellence. Many girls from small towns and neighboring counties in Tennessee, Georgia, and Alabama attend. There are approximately 617 students enrolled in grades 7-12 and more than 90 percent are white. Twenty-five percent of GPS students receive financial aid.

CONTACT: Stanley J. Tucker, Jr., Headmaster, Girls Preparatory School, 205 Island Avenue, Chattanooga, TN 37405; (615) 634-7600.

Pinedale Middle School
Pinedale, Wyoming

GENERAL OVERVIEW: Although major cultural opportunities are not in close proximity, Pinedale Middle School has successfully provided a rich and diverse art program for its students who all receive instruction in the visual arts, drama, and vocal and instrumental music. The fully equipped art room provides space and materials for instruction in pottery, enameling, drawing, painting, sculpting, origami, printmaking, and jewelrymaking, while the auditorium allows students to perform amidst state of the art sound and lighting systems.

Art, music, and theatrical history are all important elements of the formal arts program. Art shows are regularly hosted at the school, and students are encouraged to analyze, interpret, and judge works of art. Teachers of other subjects regularly integrate visual arts projects into their areas of the curriculum, thus enabling students to use the skills and knowledge they acquire in the arts program.

There is widespread community support for Pinedale's arts program. Local fundraising efforts have enabled the school to purchase equipment, and artists in the community share their knowledge and talents with students in workshops and performances at the school during National Arts Week. In addition, school administrators encourage students to excel in the arts by allowing release time for those who perform in community functions or who need to receive special instruction. For example, music students go into the community to perform at senior citizen's centers, and concerts are scheduled throughout the year in conjunction with holidays, special occasions, interschool festivals, and the end of the year. Choir students are also given numerous opportunities to showcase their talent in a variety of school and community performances.

CONTENT: Students at Pinedale have a nine-period school day which allows them to take courses each day in music, art, or drama. For example, one semester of visual arts is required of all students in grades 6-8 each year. In addition to the regularly scheduled classes that are 45-minutes long, students have an Open Art Lab for 30 minutes at the end of each school day and jazz band 3 days each week. During this time, they may work on special visual arts projects or receive instruction in voice or instrumental music.

Grade 6	Basic drawing, foundations of painting, vocal or instrumental music, drama
Grade 7	Water color and acrylic painting, pottery, drama/music (elective)
Grade 8	Sculpture, jewelrymaking, drama/music (elective)

INSTRUCTIONAL PRACTICES: The instructional program at Pinedale places much emphasis on performance, and as a result, students are given many opportunities to showcase their talents. In addition, the school's close relationship with the local fine arts council brings many artists-in-residence to Pinedale for week-long workshops and instructional sessions.

ACHIEVEMENTS:

- Several middle school students have qualified to play in the high school's stage and marching band.
- The band instructor was selected as the district Teacher of the Year (1988).

Looking at achievement more broadly, the school reported that several students have won state and regional academic awards, including numerous first and second place finishes in the Electric Contest, a science fair for schools in the region.

CONTEXT: Pinedale Middle School is located in a small rural community and serves approximately 135 students in grades 6-8. Over 99 percent of the students are white, and 21 percent qualify for free or reduced-price lunch. The school is able to provide personalized attention to its students because of its small size, and the surrounding community has commended the school for creating a safe, caring environment where the physical, emotional, and academic needs of the students are met.

CONTACT: Kyle B. Walker, Principal, Pinedale Middle School, 227 East Hennick Street, P.O. Box 549, Pinedale, WY 82941; (307) 367-2821.

Announcing a Related Publication

A New Look at Teaching the Arts in the Future

As the arts become a part of the curriculum in most of America's schools, they can tie into all subjects. Learning about dance, music, theater, and the visual arts can make a difference in the learning and life of students. But how do the arts become integrated into other subjects, the life of the school, and systemic reform?

A new publication from the U.S. Department of Education's Office of Educational Research and Improvement (OERI) and the National Endowment for the Arts (NEA), ***Arts Education Research Agenda for the Future***, is designed to stimulate discussion among researchers and a broader community about the best direction for arts education research. The research agenda looks at how arts education will seek its place within the broader education reform movement.

The agenda was developed to articulate the many unanswered questions in three main areas of arts education: curriculum and instruction, assessment and evaluation, and teacher education and preparation. Key questions include:

- What are the most effective and efficient ways to teach about knowledge and skills relevant to the different arts and to achieve basic learning objectives in the arts?
- What do teachers need to know and be able to do with respect to art forms, and how can they be helped to learn those skills?
- What are the best ways to assess the outcomes of arts education?

Arts Education Research Agenda for the Future is the result of the work of a 12-member steering committee established by OERI and NEA. The book is based on 16 commissioned papers and a national conference that opened the dialog on research across the arts disciplines and among practitioners, researchers, and administrators.

Copies of ***Arts Education Research Agenda for the Future*** (stock number 065–000–00629–4, $3.25) are available from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250–7954. Credit card orders may be sent by fax to 202–512–2250. There is a 25 percent discount for 100 or more copies sent to the same address. **For your convenience, an order form is included on the reverse.**

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